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ABSTRACT

This booklet provides an overview of Oklahoma's educational policy, highlighting historical efforts, current initiatives, future plans, and existing challenges to educational reform. It begins with a brief description of the demographics, economic status, and educational system of the state. A narrative is then provided that is organized around five major recommendations of the National Commission on Teaching and America's Future. Finally, the booklet describes challenges and needs of the future as a way of considering the priority issues impacting Oklahoma's educational reform. The five chapters are: (1) "Get Serious about Standards for Both Students and Teachers"; (2) "Reinvent Teacher Preparation and Professional Development"; (3) "Overhaul Teacher Recruitment and Put Qualified Teachers in Every Classroom"; (4) "Encourage and Reward Knowledge and Skill"; and (5) "Create Schools that are Organized for Student and Teacher Success." Eight appendixes examine the history of education reforms since 1980, ITBS national percentage ranks/core curriculum test results, OSRHE external review recommendations; general competencies for teacher licensure and certification, general competencies for professional development, reciprocity agreement, district revenue and faculty salary data, and Oklahoma subject area tests. A separately published summary is included. (Contains 11 references.) (SM)

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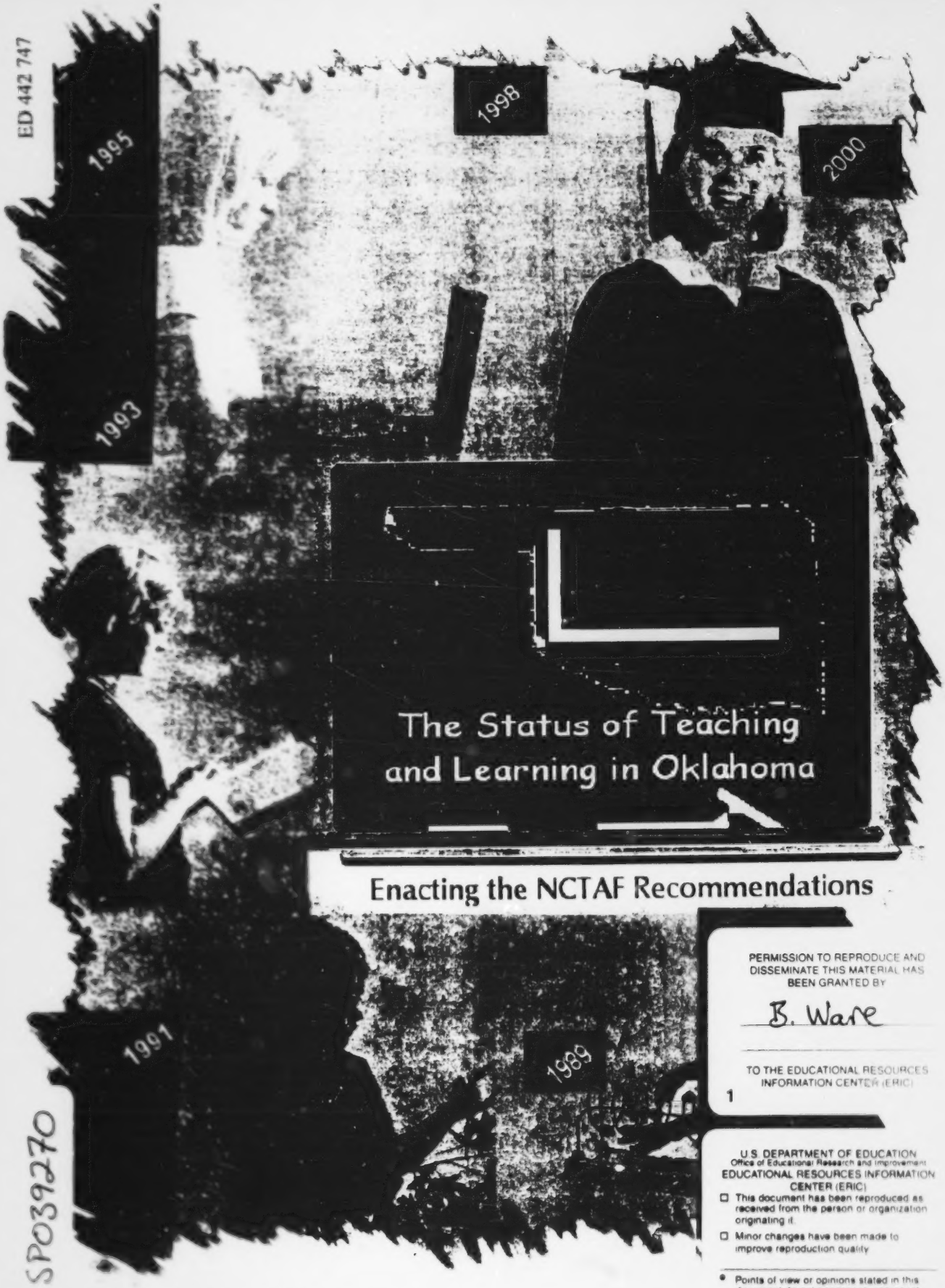

The Status of Teaching and Learning in Oklahoma

Enacting the NCTAF Recommendations

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The Status of Teaching and Learning in Oklahoma

September 1999

compiled by the

Oklahoma Policy Group

of the

National Commission

On

Teaching and America's Future

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THE STATUS OF TEACHING AND LEARNING IN OKLAHOMA

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September 1999

Dear Colleagues:

The work of educational reform in Oklahoma aligns strongly with the goals of the National Commission on Teaching & America's Future (NCTAF). We are proud to share the "audacious goal ... by the year 2006, America will provide all students in the country with what should be their educational birthright: access to competent, caring and qualified teachers." In achieving this goal, our report documents Oklahoma's work in implementing the NCTAF recommendations.

In many ways, Oklahoma is ahead of the nation. For example, *Education Weekly's* January 1997 "Quality Counts" report rated Oklahoma the only "A" in the nation in quality of teacher preparation. This high mark is a result of many years of work that began in 1990 with a taskforce recommendation to study teacher preparation. In 1991, the Oklahoma State Regents for Higher Education conducted an external program review with site visits by experts. The State Regents adopted and continue to monitor 23 recommendations by the external review team. In 1992, the Oklahoma Commission for Teacher Preparation was established, and in 1994, members published their recommendations in "Report on Educator Preparation and Professional Development". The State Legislature enabled many of these recommendations with the passage of HB 1549 in 1995.

Now, the "easy" work is done. We have envisioned a new system. We have passed enabling legislation. What once was vision must now become reality. Have we done everything possible to assure opportunities for success? Will we resist pressures to move away from difficult choices when some teachers or schools fail? Will we interpret "failure" correctly and realize that some criticism and obstructions may impede progress toward our goals? Will we maintain this effort long enough to let it work and make a difference? Will we see measurable results in student learning? Will these reforms benefit Oklahoma children?

While we are proud of our accomplishments, we recognize the significant challenges we face in continuing this important work. Oklahoma must continue to strengthen our state and national coalitions. We must resist the temptation to accept less than the highest standards. We are approaching the summit of great possibilities . . . will Oklahoma have the spirit to stay the course?

We wish to thank the state partners for not only their assistance in preparation of this report but more importantly, their strong commitment to the shared goals of OCTP and NCTAF. It is with the continued support of our partners that our vision to provide caring and competent teachers to all students will become a reality.

Sincerely,

Barbara J. Ware

Barbara Ware, Ed.D.
Chair, Oklahoma Commission for Teacher Preparation

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Executive Summary

The *Status of Teaching in Oklahoma* provides an overview of Oklahoma educational policy, highlighting historical efforts, current initiatives, future plans, and existing challenges to educational reform. The document begins with a brief description of the demographics, economic status, and educational system of the state. A narrative is then provided that is organized around the five major recommendations of the National Commission on Teaching and America's Future. Finally, challenges and needs of the future are described as a way of considering the priority issues impacting Oklahoma's educational reform.

In many ways, Oklahoma has been progressive in its emphasis on educational reform. As early as 1980, legislative actions and educational policies began to focus on improving learning environments and facilitating student success. Over the past decade, legislative actions and educational directives have continued to address issues of reform by considering the standards that should be used to assess student progress and teacher training and development.

Recent reforms impacting the student population include the passage of legislation that limits class size, mandated core curriculum revisions for all grade levels, extended high school graduation requirements, and the creation of extended/alternative education programs for at-risk and nontraditional students. For instance, in 1990,

House Bill 1017 lead to the creation of the Oklahoma Curriculum Committee. This committee identified curricular standards for all grade levels, resulting in the creation of the Priority Academic Student Skills (PASS) curriculum in 1993.

In the area of teacher preparation and professional development, reforms also have been extensive. In 1995, House Bill 1549, the Oklahoma Teacher Preparation Act, mandated that an independent professional standards board be created to oversee a comprehensive redesign of teacher preparation and professional development. The result of this legislation has been the implementation of new, nationally recognized accreditation standards for all public and private teacher education programs; the creation and implementation of new assessment procedures for all teacher candidates; and, the implementation of more extensive professional development for veteran classroom teachers.

Although the changes in the Oklahoma educational system have been extensive over the past decade, consistent funding to implement innovative and permanent change has not yet been realized. House Bill 1017 provided substantial resources for educational reform. The State has provided increased funding for staff development and has consistently increased the financial support for common schools and higher education. Despite these funding increases, which do not keep up with inflation rates, Oklahoma's per pupil funding ranks 48th in the nation. Similarly, teachers' salaries consistently rank in the bottom 10%

nationally, as does funding for higher education. Until these financial challenges are adequately addressed, the ability to establish a quality educational system in Oklahoma cannot become a reality.

OKLAHOMA AT A GLANCE

THE DEMOGRAPHICS . . .

Home to approximately 3.3 million people, Oklahoma is geographically located in the center of the United States. The state includes only four major metropolitan areas, 25 municipalities (more than 15,000 residents), and 38 communities with populations between 5,000 to 15,000 people. The rest of Oklahoma's population lives in small towns and rural areas, resulting in a population density of 40.9 people per square mile. Although Oklahoma is racially and ethnically mixed, 69% of its population is classified as White, with Native Americans (15%) and African-Americans (11%) being the largest minority groups in the State.

THE ECONOMY . . .

Oklahoma's economic base is diverse, relying primarily on manufacturing, mineral production, service industries, agriculture, and tourism. Major commodities produced in the state include petroleum and coal products, machinery, foodstuffs, and non-natural products such as fabricated metal and plastic.

The tax base for Oklahoma is modest when compared to national averages. Personal income tax is assessed at rates ranging from 5% to 7%, while the corporate tax rate is 6%. State sales tax is 4.5% with individual counties possessing the authority to levy a tax that does not exceed 2%. Most cities also levy an additional tax ranging from 1% to 4%.

The average annual per capita income in the State is $19,574 with 25.4% of all children living below the national poverty level. By county, unemployment rates range from 1.3% to 12.8%, creating a state average of 4.1%. With a per capita income below the national average, and high unemployment rates in certain regions of the state, it is not surprising that over 25% of Oklahoma's children are classified as poor based on U.S. Census Standards. Of these children,

approximately 60,000 receive public assistance, the most current indicator that children are required to survive on inadequate resources.

THE EDUCATIONAL SYSTEM . . .

Oklahoma has multiple political and governance bodies that contribute to educational oversight. The Secretary of Education is a cabinet position appointed by the governor and designed to assist the interface of multiple groups. Directed by a Chancellor, The Oklahoma State Regents for Higher Education oversee operations and degree granting at all public institutions. In addition, institutional regents are appointed to assist in decision-making.

The State Department of Education is directed by an elected official, the State Superintendent of Public Instruction. The Superintendent also performs the duty of chair of the State Board of Education and the Oklahoma State Board of Vocational and Technical Education, though the vo-tech system has its own director. The Oklahoma Commission for Teacher Preparation oversees the accreditation of teacher education programs at both public and private institutions, as well as maintaining responsibility for all aspects of the teacher certification testing program and specific professional development activities.

Oklahoma has 543 school districts with a student population of 615,000. Over 35,000 classroom teachers and 3,000 school administrators are employed by the State, producing a student teacher ratio of 17.4 to 1. Oklahoma's high school graduation rate is 72.9%. Approximately 75% of its adult population have earned a high school diploma or the equivalent, and 23% have attained a college degree.

The Oklahoma network of area vo-tech schools includes 29 area school districts operating on 54 different campuses across the state. Approximately, 15,000 secondary students are served through the vo-tech program, while 12,000 adult learners participate in full-time vo-tech training, and 200,000 adults are served through part-time training programs customized for business and industry. The state also operates 13 two-year colleges and 12 universities. There are 3 private junior colleges and 11 private senior colleges. In these institutions,

there are 20 teacher education programs and one program that has applied for accreditation.

The Challenges . . .

According to Annie E. Casey's Foundation, Kids Count, Oklahoma ranks 35th in the nation in overall quality of life for children. Included in this composite rank were issues such as infant mortality rate (Oklahoma ranks 39th), child death rate (32nd), teen birth rate (34th) and teen death rate (34th). These statistics indicate that Oklahoma has a great deal of work to do to improve the quality of life for today's youths. When these rankings are coupled with the fact that Oklahoma's quality of life has decreased in recent years, it suggests that Oklahoman's must seriously consider ways to meet the needs of their population.

THE STATUS OF TEACHING AND LEARNING IN OKLAHOMA

Enacting the NCTAF Recommendations

Oklahoma's interests and efforts in educational reform date back to 1980, consistently focusing on systemic change to improve student success. Grounded in the belief that true educational reform must address all components of the educational process, Oklahoma has established policies and implemented higher standards in all areas impacting student learning. Specifically, the success of public school students is more rigorously monitored, teacher preparation programs are changing, professional development for Pre-K through 12 teachers is expanding, and, school deregulation has become a priority. In all of these areas, implementing change has required the Oklahoma educational community to tackle difficult issues concerning common schools, teacher preparation, and professional development. The ultimate goal of these recent changes is to establish new requirements and procedures that will yield long-lasting and positive results for the student population.

In the narrative that follows, Oklahoma's education reform is described based on the five areas identified by the National Commission on Teaching and America's Future (NCTAF): (a) standards for students and teachers, (b) teacher preparation and professional development, (c) teacher recruitment and hiring practices, (d) rewards for teaching excellence, and, (e) schools designed for student and teacher success. The document concludes with issues that must be

addressed in order to establish an educational environment that meets the needs of tomorrow's students.

I. Standards for Students and Teachers

Get Serious about Standards for both Students and Teachers

Educational reform cannot occur without first identifying the standards by which reform will be evaluated. For Oklahomans, standards of success include an emphasis on student learning and on teacher preparation. Academic programs designed to expand existing educational opportunities are currently in progress, as are testing procedures that identify student mastery of basic and advanced skills. Additionally, teacher preparation continues to undergo change and refinement due to the underlying belief that teachers strongly impact the student learning process. In the sections that follow, a description of existing student and teacher initiatives is provided, and avenues for extending standards are discussed.

Student Standards

Strengthening Curriculum and Instruction

Recognizing that efforts to improve student achievement and success must begin early for optimal results, Oklahoma has focused attention and funds on early childhood education. Early intervention programs that exceeded federal requirements were established in the late 1980s for lower socioeconomic populations and have now been expanded to include all 4-year-olds. The Pre-K program not only teaches initial academic subjects such as basic mathematics, writing, etc., it also teaches pre-schoolers how to interact with others and function

in group settings. Although not mandated by the State, districts choosing to implement a Pre-K program are eligible for state funding. Parent training for young children is also supported through a grant program, Oklahoma Parents as Teachers.

Additional support to ensure quality early programs took the form of a legislated reduction in class size to a maximum of 20 students per classroom in grades K-2. House Bill 1017 (1990) provided significant funding to support this reduction, invoking severe financial penalties for districts found in violation. Efforts directed toward establishing positive school experiences for young children were matched by endeavors to work with adolescents. A maximum ratio of 140 students per teacher per day in grades 7-12 also is included in the 1017 legislation. In addition, this legislation required school districts to develop a comprehensive local education plan to guide educational improvement. These plans are revised every four years and include the areas of school improvement, professional development, capital improvement, reading sufficiency, and alternative education.

In 1994, regulations requiring districts to develop and implement plans for alternative education aimed at students in grades 6-12 were enacted and funded (Appendix A). These regulations were established in an attempt to increase high school graduation rates. As of the Fall of 1998, all districts were required to have alternative education programs in place that addressed the needs of at-risk students. For example, in many school districts, high-school aged mothers are offered day-care facilities on or near their respective schools, as an incentive to

earn their high school diploma. Similarly, some school districts have created alternative education sites where non-traditional classrooms and teaching techniques are used to help students that are more likely to drop out in traditional settings. Over 13,000 students participated in alternative education programs during the 1998 school year, while adult learning centers were utilized by over 24,000 educationally disadvantaged adults to address literacy and job skill training.

The most far-reaching impact on curriculum and instruction, however, has been the implementation of the Priority Academic Student Skills (PASS) curriculum. Reforms from House Bill 1017 (1990) included the creation of the Oklahoma Curriculum Committee, made up of representatives from higher education, common education and vocational–technical schools as well as community leaders and parents. Its mission was to make recommendations to the State Board of Education concerning "desired levels of competencies and curricular standards" for student learners. The committee's work resulted in the approval of the PASS curriculum in October 1993 with initial revisions to the curriculum occurring in 1997. In 1999 the SDE began a major revision of the PASS competencies which is still in progress. The SDE requested a review of the proposed standards by two national groups that annually critique all state standards. These critiques were utilized in the revision process.

PASS identifies seven key curriculum areas, including language arts, foreign languages, reading/literacy, mathematics, science, social studies, and the arts. It reflects the skills and/or knowledge identified as necessary to prepare all

students for employment and/or post-secondary education. In the area of vocational-technical education, programs and services were enhanced to provide students with opportunities to explore career options, increase their technological proficiency, develop entrepreneurial skills, and gain practical experience. Utilizing an infrastructure that includes comprehensive schools, area vocational-technical schools, and skills centers, the vocational-technical system serves approximately 15,000 secondary students.

On the higher education level, standards for college admission also have been altered in recent years. Admission standards were changed in the Fall of 1997 by the Oklahoma State Regents. Included in these new admission standards was an increase from 11 to 15 core high school units, including additional classes in mathematics and science.

Strengthening Assessment

While Oklahoma continues to explore ways to improve curriculum and instruction for K-12 students, assessment maintains its vital role in guiding and directing those efforts. The school testing program was reorganized by passage of Senate Bill 183 in 1989. The norm-referenced Iowa Test of Basic Skills (ITBS, administered in grades 3 and 7) and the criterion-referenced Oklahoma Core Curriculum Tests (administered in grades 5,8, and 11) were used to establish student competencies and areas of weakness (Appendix B). Results of the 1998 ITBS placed Oklahoma third graders at the 64th percentile, and Oklahoma seventh graders at the 57th percentile, both above the national average of 50 percent. The Core Curriculum Tests (CRT) indicated that in 1998, over 90% of all

fifth, eighth, and eleventh graders received a satisfactory rating in writing with over 75% of these students receiving a satisfactory rating in science. Test scores in mathematics ranged from 61% (11th graders) to 82% (5th graders), while reading scores fell between 72% to 76% (Appendix B).

In 1999, legislation was passed which revised the assessment procedures for K-12 students (HB 1599). Revisions included the elimination of the norm-based reference tests for grades three and seven, and the creation of criterion-based tests in reading/language arts and mathematics for third graders. Contingent upon funding, the third grade CRTs will be field tested during the 1999-2000 school year. In addition, a norm-based test will be implemented for fourth graders in the 2001-2002 school year. The fourth grade norm-based test will enable comparison of all students and sites to NAEP results.

House Bill 1599 also eliminates the CRT for 11th graders, with the exception of the test for geography, which will continue to be administered contingent upon funding (HB 1511). Other changes in assessment on the secondary level include creation of End-of-Instruction tests in four subject areas: (a) English II, (b) U.S. History, (c) Biology I, and (d) Algebra I. Tests in English and U.S. History are to be implemented by the 2000-2001 school year, while tests in Biology and Algebra will be implemented in 2001-2002.

Beyond State initiatives, national benchmarks are used for assessment, including Advanced Placement (AP) exams, a college-level mastery of subject test, and the American College Test, Incorporated (ACT) (i.e., the college-entrance exam required for admission to state universities and used for course

placement). Recent state funding of AP programs has yielded increases in participation. The number of public school test-takers increased from 2,364 in 1995-96 to 5,050 in 1998-99. In 1998-99, 56% of AP tests administered received a score of 3 or above (out of 5 total), suggesting that the majority of students will receive college credit for their efforts. The percentage of high school graduates taking the ACT and the average scores have increased since 1990 from 61% to 72% and from 20.0 to 20.5, respectively. Eight % of Oklahoma students took the SAT test in 1999 with average verbal score of 567 and an average math score of 560. According to the Oklahoma State Regents for High Education slightly over 30% of college students need supplemental courses upon entering college, particularly in the area of mathematics.

In partnership with ACT, the Oklahoma State Regents for Higher Education (OSRHE) implemented the Oklahoma Educational Planning and Assessment System (EPAS). This proactive program is designed to increase the probability of student success by offering equitable access to high-quality career/educational information and planning activities. The components of EPAS (Explore, Plan, and the ACT) provide information about academic progress in grades 8, 10 and 12. Encompassing multiple strategies including objective, standardized assessment; performance assessment; and, portfolio assessment, EPAS provides longitudinal data essential to assessing student mastery of subject matter as well as impacting positive instructional change.

Taking the Next Step

Despite progress made in both student standards and assessment of those standards during the 1990s, Oklahoma is continually working to improve student achievement. Governor Frank Keating and the Oklahoma Legislature have proposed legislation ending social promotion. House Bill 2017, the Reading Sufficiency Act (1997), and HB 2878 (1998) require a reading assessment plan that includes specialized instruction which enables students reading below grade level to acquire the appropriate reading skills. New graduation requirements went into effect July 1, 1999, increasing the number of course credits necessary for high school graduation.

Oklahoma participated in the National Assessment of Educational Progress (NAEP) in 1992 and again in 1998. On a reading scale ranging from 0 to 500, Oklahoma 4th graders had an average reading score of 220 during the 1998 test cycle compared to a national average of 215. Eighth graders' scores average 265 compared to a national average of 261. Based on NAEP results, 66% of all 4th grade students were identified as having basic or above level reading skills and 80% of all 8th grade students showed basic or above levels of reading comprehension.

Professional Standards

Improvements in student knowledge and performance cannot occur without teachers who have experienced strong preparation programs and have met rigorous standards for licensure and certification. Incorporating national

standards for teacher preparation and performance, Oklahoma has undergone tremendous change during the past ten years in evaluating teacher education programs and supporting professional development. One of the greatest instruments of change was House Bill 1549 (1995), the "Oklahoma Teacher Preparation Act," which mandated an independent professional standards board be created to oversee a comprehensive redesign of teacher preparation and professional development.

The Oklahoma Commission for Teacher Preparation (OCTP) assumed authority for approval and accreditation of teacher education programs and for assessment of candidates on July 1, 1997. Its independent status allows OCTP to oversee the accreditation of both state and private programs. Members are appointed, rather than elected, offering OCTP a position that is less vulnerable to political pressure as it carries out its obligations to protect the public interest in the critical area of teacher preparation. OCTP is comprised of 16 regular members and 4 ex-officio members. Members include parents, teachers, principals, arts & science faculty, and teacher education faculty. Ex-officio members are: the State Superintendent of Public Instruction, the Secretary of Education, the State Director of Vocational-Technical Education, and the Chancellor of the Oklahoma State Regents of Higher Education.

Building a New Accreditation System

During the two-year interval before it assumed authority, OCTP worked with the Oklahoma State Regents for Higher Education (OSRHE), the Oklahoma State Department of Education (SDE), the Oklahoma Association of Colleges for

Teacher Education (OACTE), and other members of the state NCTAF policy group to develop a competency-based teacher preparation system, based on standards from a variety of state and national sources.

Developing New Teacher Assessment Systems

HB 1706 first addressed candidate assessment by calling for subject area testing in 1982. Admission requirements were then implemented by the State Regents requiring a teacher education candidate to have a 3.0 grade point average (GPA) in all liberal arts and sciences courses (minimum of 20 credit hours) or a passing score on all three parts of the Educational Testing Services' Pre-Professional Skills Test (PPST). As program requirements and candidate performance expectations were strengthened, corresponding changes in assessment became vital to ensuring a consistent and coherent system of teacher preparation. In 1995, OCTP was given the responsibility for creating a competency-based testing program in which candidates for initial teacher licensure would be required to take and pass tests of general education, professional knowledge, and subject matter knowledge (HB 1549). OCTP contracted with National Evaluation Systems (NES) to assist in the development, validation, and administration of the assessments included in the Certification Examination for Oklahoma Educators (CEOE) program.

The integrated assessment program, implemented in September 1999, reflects the standards and competencies of various organizations, including the State Regents, the State Board of Education, Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Council for

Accreditation of Teacher Education (NCATE). The new assessment program requires teacher candidates to pass three examinations prior to receiving certification/licensing: (a) The Oklahoma General Education Test (OGET), (b) The Oklahoma Professional Teaching Exam (OPTE), and (c) an Oklahoma Subject Area Test (OSAT).

The OGET is designed to identify teacher candidates who can demonstrate a level of general education knowledge in the liberal arts and sciences required of entry-level educators in the state of Oklahoma. The assessment of critical thinking as well as basic skills makes the OGET distinctive from many other tests. The sub-areas included in the OGET are: (a) critical thinking skills in reading and communications; (b) communication skills; (c) critical thinking skills in mathematics; (d) computation skills; (e) knowledge of liberal studies, including science, art and literature, and social sciences; and, (f) critical thinking skills in writing.

The OPTE is designed to assess the professional knowledge and skills associated with being an entry-level educator in Oklahoma. In recognition of the differences in learning environments and appropriate instructional practices at various developmental levels, four versions of the OPTE are offered: (a) Early Childhood, (b) Elementary/Middle Level, (c) Middle Level/Secondary, and (d) Multilevel. Each level is assessed by the same set of competencies, but the context of test items vary across levels. All test levels reflect teachers' knowledge of PASS. Candidates complete both selected response and

performance items with respect to learners and the learning environment, instruction and assessment, and professional environment.

The OSAT includes forty-eight exams, which match the certification/licensure categories currently approved by the State Board of Education. Currently, 25 tests have such a performance component with long-range plans to incorporate performance assessment into all fields. OSATs include 38 general subject fields ranging from art to world history/geography, five vocational fields, and four administrator fields, (note: principals take two examinations), (Appendix H).

Approximately 5,000 Oklahomans, including educators and policymakers, participated in the design, preparation, and policy-making involved in the teacher assessment package. Committees included representatives from the following constituent groups: (a) classroom teachers from all grade levels, (b) arts and sciences faculty and teacher education faculty from higher education, and (c) vocational-technical education faculty. These groups have considered content frameworks; reviewed test items; participated in content validation, validity verification, and bias review sessions; and, recommended passing standards for each examination. As the first cycle of the new teacher assessment program begins, intensive evaluation of the examinations will take place to ensure the exams maintain appropriate standards of reliability and validity.

Supporting National Board Standards

Although Oklahoma has not yet adopted National Board for Professional Teaching Standards as a measure of accomplished teaching proficiency, it

recognizes the importance of the National Board process in identifying exemplary teaching. In 1997, the Oklahoma Legislature passed Senate Bill 202, providing scholarships for 100 candidates to participate in the 1998 National Board process. The initiative, known as the Education Leadership Oklahoma (ELO) program, funds the $2,000 application fee for certification and a $500 stipend to defray expenses associated with the process. OCTP administers the program at Southeastern Oklahoma State University offering training and a support network of university partnerships. The future looks bright for ELO as the Oklahoma Legislature expanded its support to fund 200 candidates in 1999 and 400 for the years 2000 and beyond (SB 770, 1998). Rewarding teachers for pursuing and achieving excellence is also part of this legislation. Upon obtaining certification, teachers will receive a $5,000 pay stipend for each year they remain certified. When Oklahoma reaches per pupil funding levels that are 90% of the regional average, this stipend will increase to $7,000.

Summary

In summary, Oklahoma recognizes that educational reform cannot occur without standards for students and teachers constantly being revisited. As part of their commitment to reform, the educational entities of Oklahoma have implemented programs for student and teacher assessment and for higher education teacher programs that provide avenues for constantly improving the quality of education. Although standards must be continually re-examined, the foundation established for standard-based educational reform will serve as a stepping stone to constantly monitor the quality of education.

II. Teacher Preparation and Professional Development

Reinvent Teacher Preparation and Professional Development

While educational standards serve as the foundation for improving learning environments, novice and veteran teachers must be offered continuous opportunities to develop their skills and knowledge. Based on the assumption that teachers and teacher candidates are life-long learners, Oklahoma has implemented a program for teacher preparation and professional development that will enable all educators to continually develop and expand their teaching competencies. The programs designed to address teaching competencies are discussed in the section that follows.

Teacher Preparation

Implementing New Standards

In 1992, the State Regents conducted external reviews of public teacher education programs that resulted in 23 recommendations clustered in the following areas: (a) program rigor, (b) faculty resources, (c) technology, (d) interrelationships/ leadership, and (e) teacher certification (Appendix C). These recommendations have been integrated into a new program approval process established by HB 1549.

Items such as requiring a major in academic disciplines for secondary certification, strengthening content preparation for elementary education certification, intensifying preparation in working with parents and students of differing backgrounds and abilities, and increasing quality control in field components of teacher preparation are all reflected in the new competency-

based system. The system places particular emphasis on instructional technology and faculty development. The program is based on the national level guidelines of the Interstate New Teacher Assessment and Support Consortium (INTASC).

INTASC identified ten principles outlining performance-based standards appropriate for initial licensing of teachers. In similar fashion, Oklahoma has identified 15 general competencies for teacher licensure and certification. The first ten are slight modifications of the INTASC standards, while the remaining five competencies highlight additional requirements for Oklahoma. These are: (a) assisting students with career awareness, (b) demonstrating learning as a life-long process, (c) understanding legal aspects of teaching, (d) developing instruction based on the Oklahoma Core Curriculum, and (e) understanding the state teacher evaluation process (Appendix D). Finally, the standards of the National Council for Accreditation of Teacher Education (NCATE) and its affiliated learned societies were incorporated into the new competency-based system.

Oklahoma has adopted all NCATE program standards and requires that programs meet those standards regardless of their status as an NCATE accredited institution. Additionally, new standards call for teacher candidates to complete portfolios that reflect their experiences throughout the teacher training process and to attain novice-high proficiency in a foreign language. Teacher education faculty members are expected to work in public schools and file professional development plans.

In the area of program approval, Oklahoma has adopted the standards of the national learned societies identified by NCATE and is working with each of these groups as a partner in evaluating educational programs. In situations where national standards are not in place to assess programs, state standards have been created. Because Oklahoma is committed to improving teacher preparation programs, over the next five years, each program will undergo review using joint State/NCATE standards. These foundational changes reflect Oklahoma's commitment to improve student learning by ensuring that all teachers have the appropriate knowledge, skills, and dispositions to design and implement instruction, that is, competency-based preparation.

This competency-based approach represents a shift in focus from previous program guidelines that primarily focused on which classes candidates passed rather than what candidates could do or how they applied knowledge. Under the new system, candidate performance and ability to integrate knowledge in meaningful ways are the keys to licensure. In addition, the shift from the course-based to the competency-based system allows institutions additional latitude in developing programs that meet the standards and at the same time correlate with the institutions' unique missions and purposes.

OCTP is responsible for implementing the new state/NCATE partnership, approved in October 1997. Key components of the new accreditation process are Oklahoma's adoption of the NCATE standards into its formal rules and a protocol that incorporates a blended site visit team. By adopting national standards and additional criteria, Oklahoma has ensured that all institutions offer

quality programs whether or not they choose to participate in the NCATE process. Characteristics of quality programs cluster into four categories and include: (a) a conceptual framework that guides the design and delivery of the curriculum and field experiences, (b) qualified candidates that are adequately monitored to ensure competence, (c) qualified faculty that model appropriate instructional strategies and professional behaviors, and (d) appropriate governance structures and resources to support teacher preparation.

While many states have partnerships with NCATE and utilize simultaneous NCATE and state accreditation visits, the Oklahoma partnership offers a truly blended team. Oklahoma educators serving on site visit teams have been trained by NCATE professional staff to appropriately apply all standards. This training allows the team to act as one unit with national and state team members jointly assigned to assess categories. All team members participate in discussion and writing, with the team filing a single report.

Another unique feature about the new teacher preparation system is the use of portfolios as evidence of program quality. While a few states are piloting portfolios as evidence of candidate achievement, Oklahoma does not have the resources to adequately respond to our large number of candidates each semester. Instead, Oklahoma has chosen to have institutions include portfolios as part of their internal assessment of candidates. Portfolios are then evaluated on the state level against a standard designed by the University of Nebraska's Buros Center for Testing. The standards assess portfolios based on the following criteria: (a) does the portfolio reflect the program's conceptual

framework, (b) is it evident that opportunities to practice in diverse settings are utilized, and, (c) are teacher candidates able to translate principles and theories into practice. In all cases, the emphasis is on whether or not the program provides opportunities for candidates to meet basic educational competencies.

With the new program approval system, reporting requirements for the OCTP, State Regents, NCATE, and the American Association of Colleges for Teacher Education (AACTE) have been integrated. The combined report includes AACTE forms and written narratives which address NCATE categories and state data needs organized within those categories. The intent is to lessen the amount of time institutions allocate to completing reports.

Considering Graduate-level Programs

While not a state requirement, Oklahoma has one extended teacher preparation program. The University of Oklahoma TE-PLUS program includes a graduate-level internship lasting 16 weeks and at least one research course designed to assist candidates in completing an action research project. Additional courses may be required depending on the certification area.

All initial teacher preparation programs, whether extended or four-year, include more field experience in response to the need for extensive practice of teaching skills. Candidates enter the field earlier and have opportunities in a variety of settings to integrate content and skill-based knowledge.

Professional Development

Preparing Career Mentors

Oklahoma's Entry-Year Teacher Assistance Program foreshadowed NCTAF's own call for mentoring programs with the passage of legislation mandating the Entry-Year Teacher Assistance Program in 1980 (HB 1706). The first such requirement in the nation, this program established a committee, consisting of a mentor teacher, administrator, and higher education faculty member, that supports, guides, and recommends candidates for full certification. Generally, mentoring teachers are selected by the novice teachers' principals, subject to bargaining. They are required to have three years teaching experience, and normally teach at the same grade level and in the same subject area as the new teacher.

OCTP recently received funding to offer training for mentor teachers and awarded contracts for professional development institutes (PDIs) across the State. Training provides participants with information about the emotional and professional needs of beginning teachers; developmental activities that promote additional knowledge, skills, and attitudes for successful teaching; and, an understanding of the roles of residency team members.

The entry-year (renamed residency year in HB 1549) program is funded from various sources. The Legislature appropriates money each year for the mentor teacher stipend, ($500 per teacher annually). Financial support for vocational-technical mentor teachers is through the State Department of

Vocational and Technical Education, while support for higher education representatives comes from the Oklahoma State Regents for Higher Education.

Peer Assistance

In addition to mentoring programs, plans are underway in two school districts to establish peer assistance programs. The objective of these programs is to create on-site support for all teachers regardless of their level of teaching experience. Designated teachers in each school building will be trained to assist their peers with professional development issues.

Developing Resources

For over 30 years, Oklahoma teachers and administrators have been required to upgrade their skills and knowledge before renewing certification. Since 1980, HB 1706 guidelines have called for teachers to spend 75 clock hours in professional development every 5 years. In addition to these requirements for teachers, Oklahoma also has identified first-year superintendents, first-time administrators, and new school board members for training.

Several sources of professional development are recognized: (a) state and national conventions, (b) graduate coursework in a discipline, and (c) workshops These workshops generally are centered on the core curriculum (PASS); however, workshops on instructional technology, internet use, student assessment, and school improvement have been offered recently. To ensure that all teachers have appropriate access to these opportunities, seven regional Professional Development Centers are used to facilitate training opportunities.

One critique of the traditional workshop has been that the short time frame limits the depth of coverage. To counter that shortcoming, HB 1549 (1995) initiated several changes in professional development. First, the legislature mandated the dissemination of copies of the in-service professional development competencies issued by OCTP (Appendix E). District professional development committees were to review and consider these competencies for inclusion into their local professional development plans. In addition to these specific competencies, OCTP relies on the National Staff Development Council standards. Thus, professional development is grounded in a competency-based system that serves to connect experiences rather than offer piece-meal, packaged workshops that do not apply to the contexts in which teachers work.

The second impact of HB 1549 was for the OCTP to offer a new type of professional development opportunity, PDI, defined as:

> continuing education experiences which consist of a minimum of thirty (30) clock hours. The institutes shall be competency-based, emphasize effective learning practices, require collaboration among participants, and require each participant to prepare a work product which can be utilized in the classroom by the participant. (HB 1549, Section 21).

The PDIs must be independently bid and externally evaluated. In addition to the mentoring PDI mentioned earlier, OCTP developed two additional PDIs in reading literacy and integrated math and science.

Through a partnership with East Central University (Ada, OK) and Literacy First, a national vendor, the reading literacy PDI is currently providing training for over 6000 early elementary teachers. The training sessions offer teachers a balanced approach to teaching reading incorporating both phonics and literature-based strategies. It provides teachers with the necessary tools to evaluate student skills and identify appropriate teaching strategies for individual learners.

The integrated math and science PDI uses the faculty of nine higher education institutions and four statewide science and mathematics organizations to provide opportunities for K-12 teachers to participate in training on inquiry-based curriculum and delivery. The goal of the PDI is to provide 240 Oklahoma teachers with a strong knowledge base in science and mathematics. Teachers are divided according to grade level and receive approximately 35 hours of instruction in areas such as; interpretation of data, algebraic thinking, problem solving, and reasoning.

In all professional development institutes, districts are encouraged to send several teachers to serve as a cohort group to encourage mutual support and reflection. Each institute provides follow-up sessions for teachers to return to discuss challenges and successes of implementation and to facilitate transfer of new techniques to classroom situations. In developing the PDIs and supporting all earlier forms of professional development, Oklahoma stands behind its belief that professional development must be a seamless continuation of the vital goals and competencies begun in teacher preparation. It must foster teachers'

experiences as life-long learners from the residency year through professional growth to National Board Certification.

Strengthening Financial Support

Recent trends in funding have shown significant increases dedicated to staff development. State Department of Education sources have grown from $1.6 million to $9.8 million in the last three years. This growth includes monies for state organized professional development, funds targeted specifically for technology in the classroom, and support for special programs such as "Great Expectations." Approximately half of the SDE funds are distributed directly to districts based on student average daily attendance (ADA) factors; the current rate is $9.05 per student. While this number has also seen a dramatic increase in recent years from $1.75 ADA, Oklahoma's large number of school districts (543) diminishes the effectiveness of these funds. In districts of less than 100 pupils (currently there are 35), even $9.05 per student does not go very far.

Financial support for the reading literacy PDI through the Reading Sufficiency Act began with $3.2 million appropriated by the Oklahoma Legislature in 1997. The 1998 session saw an increase of $4.2 million in new funding. Also budgeted is $333,000 to assist schools in testing secondary students for reading skills. The math and science PDI was appropriated $600,000 to implement initial and follow-up training.

During the 1997 and 1998 legislative sessions, an emphasis on the use of technology in educational settings resulted in several state agencies receiving monies dedicated to this area. In 1997, the "Oklahoma Telecommunications

Technology Training Fund" was established to provide technology training for higher education faculty members, vocational-technical instructors, and elementary, middle and high school teachers. The objective of this effort is to move beyond training teachers on computer use to preparing teachers to enhance the learning process in a student-centered classroom. Funding for this legislation came from a $.75 cent per line annual fee paid by Oklahoma telephone customers. The fund is administered by the state vocational-technical agency and is expected to provide $7 million over a five-year period. Instruction began with six regional training consortia that have identified and trained master teachers. The goal is to have a lead technology teacher in every wing of every school building.

The State Regents funded a number of faculty training and development projects for higher education faculty. In Spring 1997, quality initiative grant funds were used to provide instructional technology training at the Teletraining Institute for 2-member faculty teams from each institution in the state system. In Fall 1998, the State Regents awarded $500,000 in grants to institutions and consortia for faculty instructional development proposals. Additionally, the State Regents and seven institutions in the system participated in a national benchmarking study examining best practices in faculty instructional development sponsored by the State Higher Education Executive Officers (SHEEO) and the American Productivity and Quality Center. The study concluded in November 1998 and the results were disseminated at a conference in April 1999 attended by campus representatives from across the system. Quality initiative grants also have been

awarded for teacher education faculty development. For instance, in 1999, the State Regents awarded the first Instructional Technology Excellence Awards to faculty members for successfully converting a traditional teacher-centered course into an online, hands-on, student-centered course.

Summary

Oklahoma has made progress in the area of professional development by encouraging systemic approaches to development and by allocating significant funding; however, additional revenues will be needed to meet the NCTAF goal of 1% of spending designated for professional development. Despite funding issues, new sources of professional development are in the planning stages. These include a partnership between OCTP and the Southwest Educational Development Lab (SEDL) to fund and support site-based study groups to research district planning, peer coaching, and effective improvement strategies. At the district level, pilot programs to restructure school calendars and allow districts to implement weekly professional development activities have been supported by deregulation efforts. Finally, discussions about professional development schools are in their infancy. Thus, although progress is being made in the areas of teacher preparation and professional development, this element of our future will always be ongoing and ever changing.

III. Teacher Recruitment

Overhaul Teacher Recruitment and put Qualified Teachers in Every Classroom

Initiatives to enhance teacher preparation programs and to expand professional development opportunities for certified teachers are only one step in improving the future of education in Oklahoma. As a state, Oklahoma also must recognize the importance of hiring and retaining qualified educators. The third issue that must be addressed, then, when considering Oklahoma's future is teacher recruitment and retention.

Improving Hiring Practices

While state law mandates hiring only credentialed candidates, the most important factor in hiring qualified teachers is the depth and preparation of the applicant pool. Oklahoma's recent move to a competency-based teacher preparation system with multiple performance assessments strengthens the qualifications of the teaching force as a whole. Administrators will know that even entry-level candidates have demonstrated the ability to teach diverse populations in a variety of settings; have gone through multiple screenings before completing any teacher preparation program; and, have passed a comprehensive assessment over general education, teaching knowledge, and subject matter. This emphasis on teacher performance and subject matter knowledge should create a candidate pool that is highly qualified. Although new standards insure that teachers meet basic competencies, they do not insure that effective hiring practices occur in all school districts. Steps should be taken to

improve hiring practices. For example, better analysis in trends of enrollment in order to predict certified personnel needs so hiring could occur well in advance of the start of the academic year. In order to make better-informed decisions, districts' employment application packets should include a request for assessment results.

Promoting Reciprocal Agreements

Updated in 1998, forty-four states have signed certification agreements with Oklahoma (Appendix F). Applicants holding out-of-state certificates may receive Oklahoma certification in one of two ways depending on their level of teaching experience. Experienced candidates who have a valid out-of-state certificate and who have validated teaching experience may be granted a provisional certificate. Upon completion of one year of successful teaching in Oklahoma, and upon successful completion of appropriate certification exams, the experienced out-of-state candidate will be awarded an Oklahoma certificate. Candidates holding a valid out-of-state certificate who have no teaching experience must successfully complete relevant examinations prior to Oklahoma licensing. These candidates also must participate in the first year residency program required of all first year teachers.

Improving Recruitment

In an effort to anticipate future needs and make informed decisions, several educational agencies jointly funded a supply and demand study conducted by the Southern Regional Education Board (SREB). The State Regents served as primary sponsor with financial support from OCTP and the

Oklahoma Department of Vocational-Technical Education; the Oklahoma Health Department provided data to extend the State Regents' data.

Among other information, this supply and demand study specified--by teacher education institutions and by academic major--the number of students graduated, the number certified, and the number hired by Oklahoma public schools. Projections for school enrollments, student-teacher ratios, and certification demands were developed. Results suggest that currently, Oklahoma produces an adequate number of certified teachers; however, some geographic areas have difficulty recruiting teachers in disciplines such as special education, counseling, library media, art/music, foreign language, speech and language pathology and calculus/statistics.

This study also provided an Oklahoma educator workforce profile based on gender, ethnicity, and discipline. For instance, approximately 30% of the administrators and high school physics teachers in Oklahoma are female, while over 90 % of the early childhood, elementary, and special education teachers are female. Although there have been small increases in the number of non-white groups teaching in the state over the past decade, the percentages have remained stable over the past few years. The number of African-Americans in administration, counseling, special education, social studies, mathematics, and science has increased. There also have been some increases in the number of Native American educators.

Initiatives in minority teacher recruitment began in 1989. Policy leaders expressed concern about the disparity in minority representation between

students and teachers. At that time, 24% of students were minority (African-American, Native-American, Hispanic, or Asian American), but only 7% of teachers were classified as minorities. This concern was addressed by sections of HB 1017 (1990) that directed state education agencies to work together in the interests of recruiting, retaining, and placing minority teachers in public schools. The Oklahoma Minority Teacher Recruitment Center, housed in the State Regents' office, was created to: (a) implement a Teacher Cadet program, (b) provide and coordinate support services such as mentoring and financial assistance for minority candidates in teacher preparation programs, (c) develop standards for effective multicultural teacher preparation, (d) raise awareness of issues related to minority recruitment and retention, and (e) enhance the image of the teaching profession.

The Teacher Cadet program has been one of the primary recruitment tools for attracting minority teacher candidates. Since its inception in 1991, the cadet program has grown from 10 participating districts with 109 participants to 35 districts involving 505 students in 1997-98. Although only 6% of all school districts currently participate in the program, it is a foundation from which to begin recruiting teachers of diverse backgrounds. In order for the Minority Teacher Recruitment Center to reach its broad legislative directive, other opportunities and strategies with short-term or mid-term impacts have been established, for example, incentives such as grants, tuition waivers, faculty mentoring, leadership seminars, and resident programs provide support for candidates from under-represented groups.

The State Regents also support placement of minority candidates through the Teacher Job Connection, a web-based program designed to match individual minority candidates with school district job vacancies. Experienced and newly certified educators are solicited to become "teacher clients." A Teacher Client registry is regularly distributed to school districts that can contact the Center for resumes, certification areas, and other qualifying information. Annually, about 30 districts cooperate with the Center.

Defining Career Pathways

Although the majority of teachers in Oklahoma follow a traditional career path and are certified upon completion of a four year degree, because skilled professionals from arenas outside education have much to offer, Oklahoma does have an alternative system to place candidates in secondary and vocational-technical positions. Candidates seeking certification through this system must hold at least a baccalaureate degree from an accredited institution, must have completed a major in the field, and must declare an intention to seek standard certification within three years. These candidates may teach while completing courses in education. Alternative candidates must pass all competency examinations required for licensing and must appear before a teacher competency review panel composed of educators from public schools and higher education. This panel makes the final recommendation for certification.

Alternative certification discussions are continuing with all policy partners to ensure that all certified teachers meet the general teacher competencies and full subject matter competencies. Dialogue also is continuing in the area of

teacher supply and demand. Acknowledging the need for science and mathematics teachers, state policy leaders are beginning to discuss possible incentives to attract new teachers to these and other critical fields. For example, the State Regents administer a Future Teacher Scholarship targeted for students pursuing certification in areas with shortages. This incentive is a place to begin those discussions. It should not, however, be considered a singular solution to recruitment challenges.

Summary

Efforts have been made to strengthen the hiring practices of Oklahoma's schools. There are, however, additional steps that must be taken in order to recruit and retain quality teachers. Inducements are needed for areas where teacher shortages exist and recruitment must continue to include a strong emphasis on minority teacher candidates. Recruitment alone may not be sufficient. Oklahoma educators must work to enhance the work environment for new teachers and must continue to develop training programs that allow them to achieve their full potential. Oklahoma also must continue to extend its reward system for teachers if the best and brightest students are to be drawn into the educational community.

IV. Rewards

Encourage and Reward Knowledge and Skill

Currently, all school districts have salary schedules that reward teachers for longevity and advanced degrees. NCTAF suggests, however, such a system fails to consider other factors related to teacher competency such as assignment

difficulty, number of certification areas, and most importantly, accomplishments in student learning. The Oklahoma education community has yet to reach consensus as to what components should be part of a career continuum proposal, the impact of implementing various elements of such a proposal, and how to fund initiatives. Through national partnerships and discussions with leaders in other states, Oklahoma policy leaders remain current with national discussions about advanced career recommendations and legal ramifications of potential changes in certification policies. Reward systems must be implemented that reflect a teacher's success if recruitment and retention issues are to be adequately addressed.

In accordance with HB 1466, all returning teachers and administrators receive an annual evaluation. Probationary teachers must be evaluated at least two times per school year, once prior to November 15th and once prior to February 10th each year. Evaluations remain part of a teacher's personnel file. Standards for effective teaching are a bargaining issue during contract negotiation and may vary from district-to-district. They must meet the minimal requirements outlined in the State Department of Education's criteria for effective teaching.

While consensus has not been reached concerning how to address salary limitations, Oklahoma's commitment to one national benchmark, National Board Certification has been well-funded and continuous. Oklahoma offers National Board candidates financial support to cover application costs and portfolio development. Candidates earning National Board Certification receive $5,000

per year for each year of the certificate. Thus, while the National Board program is limited to a small number of teachers, it is one initiative, which enhances the reward base for teachers.

Financial Rewards

Perhaps, the greatest challenge facing the future of the Oklahoma education system relates to the salary levels of teachers. Although it is true that teachers receive some reward for advanced degrees and longevity in the profession, Oklahoma consistently ranks in the bottom 10% of the nation when conducting salary comparisons. When considered in conjunction with the inconsequential salary increases awarded to teachers (approximately 1% in 1999), the severity of this problem is evident. Until additional funding is available that significantly increases teacher's salaries, it is probable that recruitment and retention will be a challenge to the educational community. Although, in the early 1990s, state average salary increases have outpaced the nation, Oklahoma is still near the bottom of the 50 states (45^{th}) with an average salary of $30,369 compared to a national average of $38,611 (Appendix G).

Summary

The rewards currently available to Oklahoma educators are limited. Several initiatives are in place that can potentially address this challenge. In particular, continued support of the National Board Certification Program and the creation of a reward system that identifies teachers' accomplishments would be a positive step towards the future. They alone, however, can not alter the

compensation issues facing the State. Additional compensation for all teachers is a necessity as we move towards a new century.

V. Student and Teacher Success

Create Schools that are Organized for Student and Teacher Success

Challenges in educational funding are not limited to teacher salaries. Resources for all elements of educational programs must be addressed. Extended financial resources will allow teachers and administrators to create successful learning environments. It also will provide teacher preparation units with the funds necessary to train and develop teacher candidates.

Financial Support

Allocating State Resources

Since 1981, Oklahoma's school funding formula has been calculated using a pupil weighting system for types and grade levels of students. Through the years, additional changes have resulted in greater equity for rapidly growing school districts and financial incentives for school annexation/consolidation. With this formula in place, equity in school funding is less an issue than adequacy of funding. After remaining relatively stagnant for much of the 1980s, Oklahoma's financial support for public schools began to increase after the passage of HB 1017. Public (K-12) education's share of the state general fund budget went from 30% in 1990 to 38% in 1995. Although at a lower rate than general education funding, employee compensation also increased. Despite these increases in revenue, Oklahoma's per pupil funding ranks 48th in the nation.

Education's (common, vocational-technical, and higher education) percentage of state revenue dropped each of the last three years to less than 54%. Public schools derive a majority of their funding from state resources, 59% during the 1996-97 school year compared to 32% local and county funding and 9% federal funding. Because Oklahoma's tax structure relies heavily on sales and personal income tax and has remarkably low property and corporate income tax rates, local funding is limited. State monies also are restricted by the passage of a tax limitation law requiring future tax increases to be put to a vote of the people. Such a process is difficult and lengthy. Surveys indicate an overall support for public education, but the financial reality of this support has not been realized (Appendix G).

Although the higher education institutions have received an 83.8% increase in state appropriations over the past twelve years, when adjusted for inflation this increase represents real growth of 37.4%, with more than half of this increase (25%) coming in the past four years. At the beginning of this twelve-year period, Oklahoma higher education was 50th in overall funding. Although the past four years have seen solid growth in state support, Oklahoma public higher education is still approximately 32 percentage points short of the goal of the median national appropriation per student. In FY 97 and FY 98, the State Regents appropriated more than $5 million to teacher education programs for additional faculty positions, salary enhancement, faculty professional development, field experience, program development, technology, and minority faculty recruitment.

Beyond the individual efforts of educational entities, The Oklahoma Education Coalition is working to increase funding for education in multiple areas. The Coalition, consisting of 12 education organizations, has proposed a constitutional amendment that would increase minimum funding standards for education to no less than 62% of state revenues. Such an effort would halt the decline in the state's share of funding and offer consistent support to the State's schools.

Allocating Community and County Resources

Although Oklahoma has a funding formula that comes close to equalizing funds for education based on a per pupil basis, there is great inequity in the amount of money that individual school districts can raise locally through bond issues because of disparity in property values. Bonding capacity also varies between independent (K-12) and dependent (K-8) school districts. An independent school district is required to service all students within its transportation area, but can not ask taxpayers living in a dependent school district to support bond issues that support capital improvements in the independent district. Consequently, students living in dependent districts have no financial obligation to support the independent district that is mandated to provide them with a high school education. Legislation has been explored to alleviate this inequity, but no solution has been found.

Supporting Principals to Lead High-performing Schools

Strong schools need strong leaders whose knowledge of instructional issues and teaching is matched by their ability to handle administrative duties in

an efficient manner. Beginning on July 1, 1997, preparation programs for administrators were required to meet guidelines put forth by the Educational Leadership Constituent Council, a NCATE constituent learned society. At entry-level, new principal and superintendent examinations evaluate how well candidates meet the competencies. These tests include a common core test plus individualized components for each certification area: (a) elementary, (b) middle school, (c) secondary, and (d) multilevel (K-12).

The Cooperative Council for Oklahoma School Administration (CCOSA) provides professional development for administrators in four focus areas: (a) early assistance to new and beginning principals, (b) continuous professional development for experienced principals, (c) specific programs for superintendents and central office personnel, (d) skills training, and (e) school finance for superintendents. One of the most visible programs is the Principals' Leadership Academy sponsored by the State Regents, which addresses ten competency areas, including leadership behavior and group process skills, curriculum and instruction skills, performance and evaluation skills, political and communication skills, and organization and fiscal skills. A similar program is available for superintendents.

Summary

As described in this section and others, programs for professional development are in place that can facilitate the growth of successful educational environments. These programs cannot, however, replace the funding needed for

public education. When combined with additional resources, these programs can assist in the creation of schools emphasizing student and teacher success.

Looking to the Future

While Oklahoma has made tremendous progress in recent years, implementation of the NCTAF recommendations and Oklahoma's own goals are not yet complete. Standards setting is an on-going process, one that involves policy execution with an eye toward future revision. Our entry teacher standards now meet, or in many cases, exceed national criteria, but will need consistent review. While state colleges of education curricula have undergone revisions to prepare candidates to reach these performance goals the success of these revisions have yet to be evaluated.

Beyond entry-level requirements, we must build on the success of current efforts, such as support for National Board Certification, to satisfy the needs for professional growth and financial incentives. Administrators now meet new standards and have in-depth professional development opportunities, but may need expanded training in the future. We also must focus on teacher recruitment. Minority groups are under-represented in the teaching force, and Oklahoma is experiencing shortages in certain subjects in some geographic areas. Policy leaders hope current efforts in mentoring and early-identification of quality candidates yield results, but acknowledge that issues of compensation play an important role in many cases. Without adequate pay, education will have difficulty attracting quality candidates in many subject areas.

At the student level, we continue to examine our student standards in order to align with national guidelines. This does not, however, address the current challenges facing our student population. The future also requires us to consider the quality of life in our state and the educational needs of our at-risk students. Although high school dropout rates have remained relatively constant in recent years, it is disturbing to realize that while the number of dropouts has not significantly changed, students are leaving school earlier than they did in the past. If we are to achieve the objectives of educational reform, our existing alternative education programs must be expanded to meet the needs of our most challenged constituents. Without additional funding for innovative and nontraditional education endeavors, success for all school aged citizens will never become a reality.

Funding issues pervade all areas of educational reform. Oklahoma's funding of education remains low in comparison to other states. To make the appropriate systematic reforms, ones that will effect positive change in student learning for years to come, Oklahoma must identify education as a priority and be willing to commit funds and personnel for extended periods. Without this commitment, Oklahoma risks having students receive a sub-standard education; in short, it risks its future.

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APPENDICES

Appendix A

Brief History of Educational Reform

BRIEF HISTORY OF EDUCATION REFORMS SINCE 1980

Teacher Preparation, Certification and Professional Development

1980 House Bill 1706 required staff development as a condition of continuing employment and mandated subject area assessment of teacher candidates as a condition for licensure and entry-year teaching. It established the entry-year teacher program for new teachers as a condition for certification, mandated entry-year committees which consisted of a mentor teacher, administrator and higher education individual, and strengthened teacher education.

1991 Oklahoma State Regents of Higher Education conduct external review of teacher preparation programs. Results of this study lead to reforms which strengthened teacher education by increasing program entry requirements, establishing generalist 4 x 12 requirements for early childhood, elementary, and special education candidates, and requiring subject area majors for secondary candidates.

1995 House Bill 1549 transferred authority for teacher preparation and assessment from the State Board of Education to the Oklahoma Commission for Teacher Preparation. The bill instituted a competency-based system for teacher preparation, required certification to become competency-based, and expanded the assessment program to cover general education, professional education and subject areas.

1997 House Bill 2017, the Reading Sufficiency Act, provided significant funding for professional development institutes in training for elementary school reading.

School Finance and Funding/School Consolidation

1981 Oklahoma Legislature overhauled the state school finance formula to achieve greater equity by replacing flat grants with a pupil weighting system for the types and grade levels of students and eliminating other line-items which adversely affected equity such as across-the-board teacher salary increases.

1986 Hold-harmless funding for wealthier school districts was essentially eliminated.

1990	Legislation effected more changes in equal application of pupil weights. State taxes were increased for schools, resulting in a five-year cumulative total of $2 billion increased funding for common education. Financial incentives for school annexation/consolidation were provided.
1996	Greater equity for rapidly growing school districts was achieved.

Programs

1981	Identification of and education for gifted and talented students K-12 was mandated and funded.
1989	Early intervention programs, which exceeded federal requirements, were established and funded.
1990	Oklahoma Legislature mandated kindergarten attendance and created statewide early childhood programs. In 1998, funding for early childhood programs was increased and eligibility expanded beyond low socio-economic children to all 4-year-olds.
1994	Identification of and alternative education for students grades 6-12 who are at-risk of not completing school was mandated and funded.
1996	Significant funding was appropriated for advanced placement classes at the secondary level.

Quality of School Boards

Continuing education was made a condition for eligibility and service on local boards of education. A high school diploma was set as a qualification for election.

Student Assessment and Accountability

1985	State testing program was established. The program has since been expanded and modified to include criterion-referenced testing and norm-referenced testing at five grade levels.

1997 State Superintendent of Public Instruction was directed to include Oklahoma in participation in the National Assessment for Education Progress (NAEP) program.

Class Size Reduction

1985 Beginning in 1985 and culminating in 1990, the Oklahoma Legislature reduced the maximum class size to 20 in grades K-6 and the maximum ratio of 140 students per teacher per day in grades 7-12. Significant funding was attached to this mandate with severe financial penalties for violations.

Accreditation and Curriculum

1995 All high schools were required to meet or exceed North Central accreditation standards, all elementary and middle schools by 1999. The State Board of Education was required to adopt a statewide core curriculum.

Deregulation

In recent years, state law allowed more use of statutory waivers and deregulation in order to encourage innovation and change at the local district level for academic improvement.

Academics

1996 Legislature created the no pass-no drive provision. It later added a requirement for reading proficiency in order to obtain a driver's license before the age of 18.

1997 Legislature established the Reading Sufficiency Act to provide for reading assessment and remediation for all students grades K-3 to read at grade level.

Appendix B

ITBS National Percentage Ranks/ Core Curriculum Test Results

Appendix B

Oklahoma Core Curriculum Test Results

Subject	Grade	1998
Science	5	85%
	8	78%
	11*	75%
Mathematics	5	82%
	8	71%
	11*	61%
Reading	5	76%
	8	75%
	11*	72%
Writing	5	91%
	8	91%
	11*	94%
History/	5	73%
Government	8	59%
	11*	73%
Geography	5	57%
	8	46%
	11*	43%
Okla. History	11*	49%
Visual Arts &	5	-
General Music	8	-
	11*	-

*12th grade test given in 11th grade
(reflect the percentage of students receiving a Satisfactory rating in each testing area)

APPENDIX B

- ITBS National Percentile Ranks by Subject Ranks: Third Grade and Seventh Grade

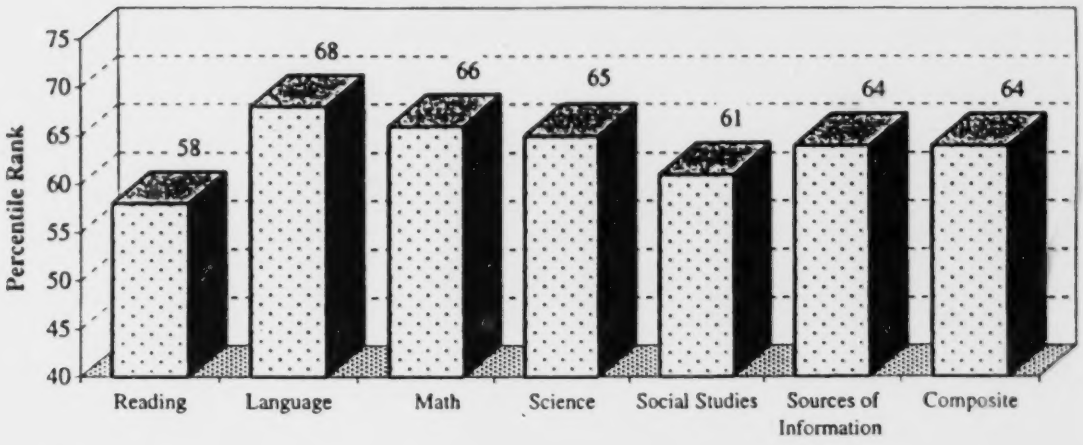
- Curriculum Test Results by Year: 5th, 8th, and 11th Grade

- Schools with 70% or More of Students Scoring "Satisfactory" On the Oklahoma Core Curriculum Test by Number of Subject Areas: Fifth Grade CRT

- Schools with 70% or More of Students Scoring "Satisfactory" On the Oklahoma Core Curriculum Test by Number of Subject Areas: Eighth Grade CRT

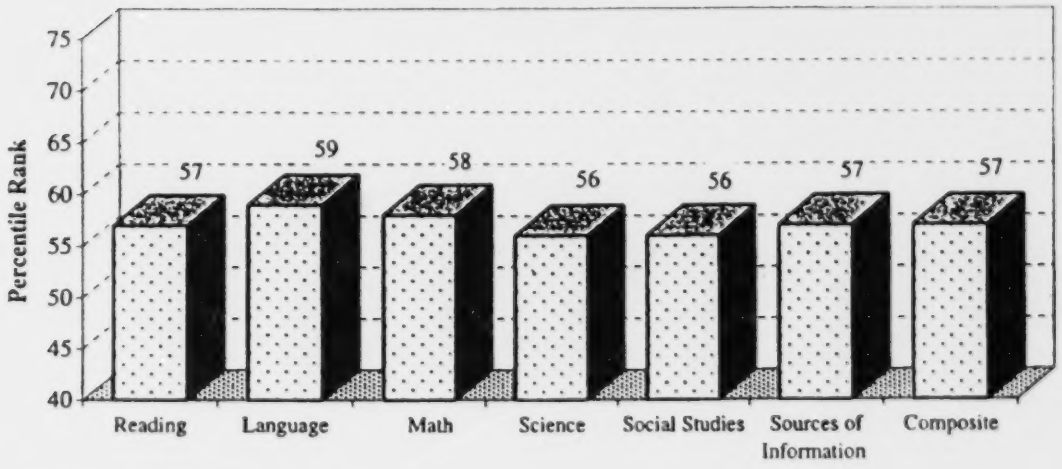
- Schools with 70% or More of Students Scoring "Satisfactory" On the Oklahoma Core Curriculum Test by Number of Subject Areas: Eleventh Grade CRT

Third Grade ITBS National Percentile Ranks by Subject Area 1996-97



Data Source: State Department of Education

Seventh Grade ITBS National Percentile Ranks by Subject Area 1996-97



Data Source: State Department of Education

5th Grade Core Curriculum Test Results by Year

Subject Area	1994-95	1995-96	1996-97
Science	79%	78%	81%
Mathematics	79%	77%	80%
Reading	Not Tested	76%	77%
Writing	Not Tested	95%	95%
US Hist./Const./Govt.	Not Tested	Not Tested	71%

8th Grade Core Curriculum Test Results by Year

Subject Area	1994-95	1995-96	1996-97
Science	75%	78%	77%
Mathematics	70%	74%	72%
Reading	70%	70%	72%
Writing	88%	94%	89%
US Hist./Const./Govt.	Not Tested	Not Tested	58%

11th Grade Core Curriculum Test Results by Year

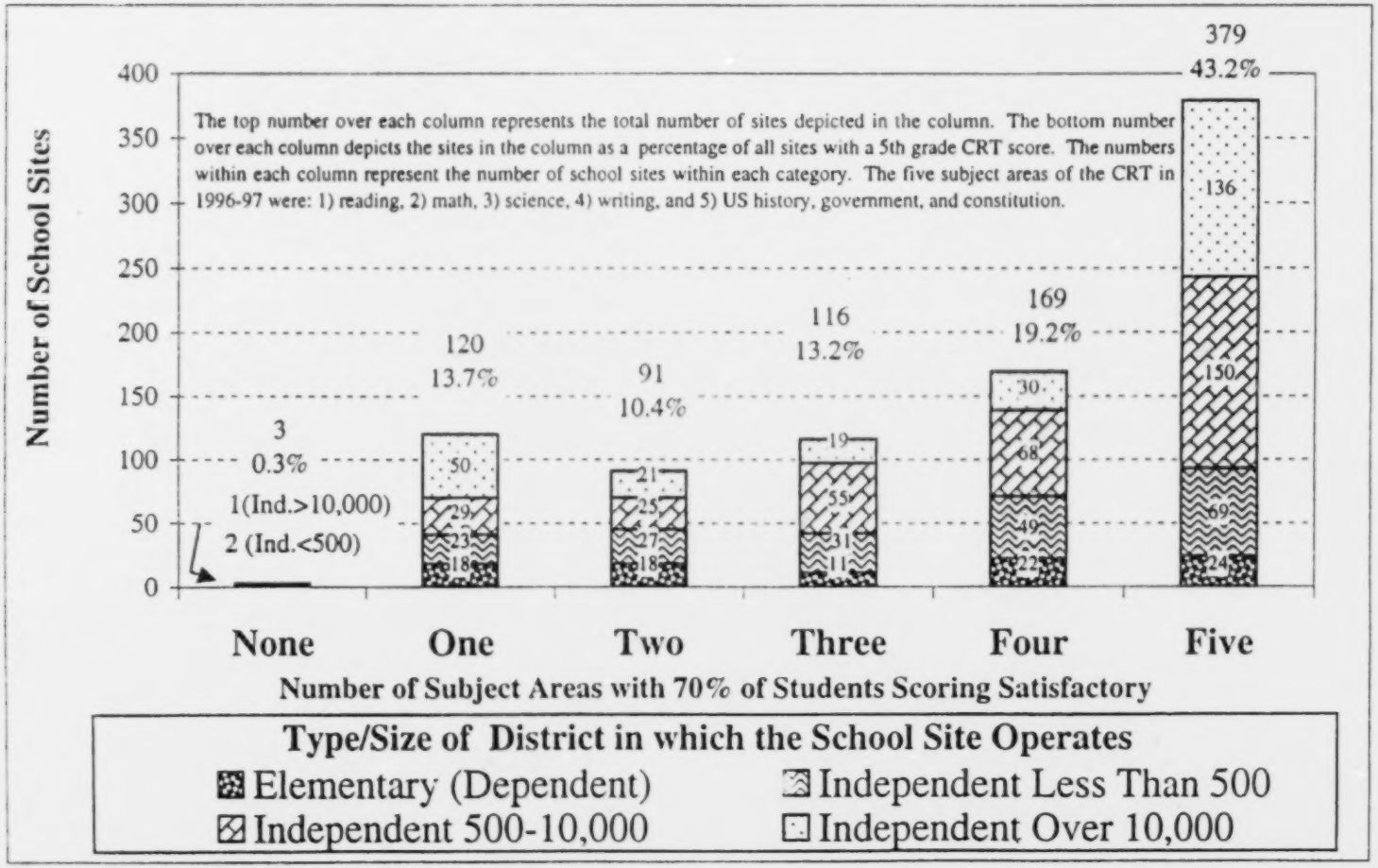
Subject Area	1994-95	1995-96	1996-97
Science	70%	71%	72%
Mathematics	56%	59%	58%
Reading	Not Tested	73%	75%
Writing	Not Tested	87%	94%
US Hist./Const./Govt.	Not Tested	Not Tested	74%

Data Source: State Department of Education

Schools with 70% or More of Students Scoring "Satisfactory" On the Oklahoma Core Curriculum Test by Number of Subject Areas

Fifth Grade Criterion-Referenced Test (CRT)

1996-97 School Year

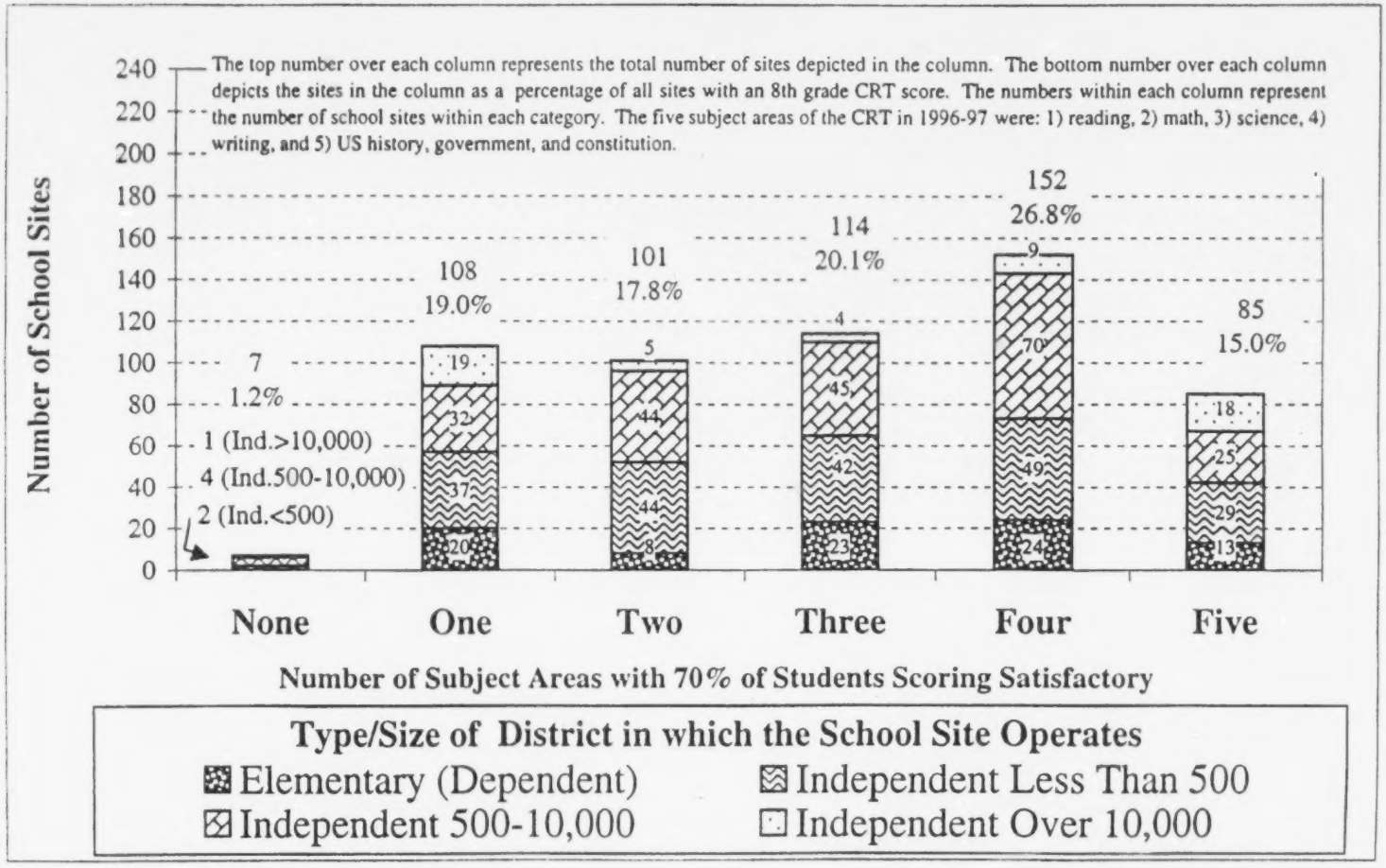


Prepared by: Office of Accountability

Schools with 70% or More of Students Scoring "Satisfactory" On the Oklahoma Core Curriculum Test by Number of Subject Areas

Eighth Grade Criterion-Referenced Test (CRT)

1996-97 School Year

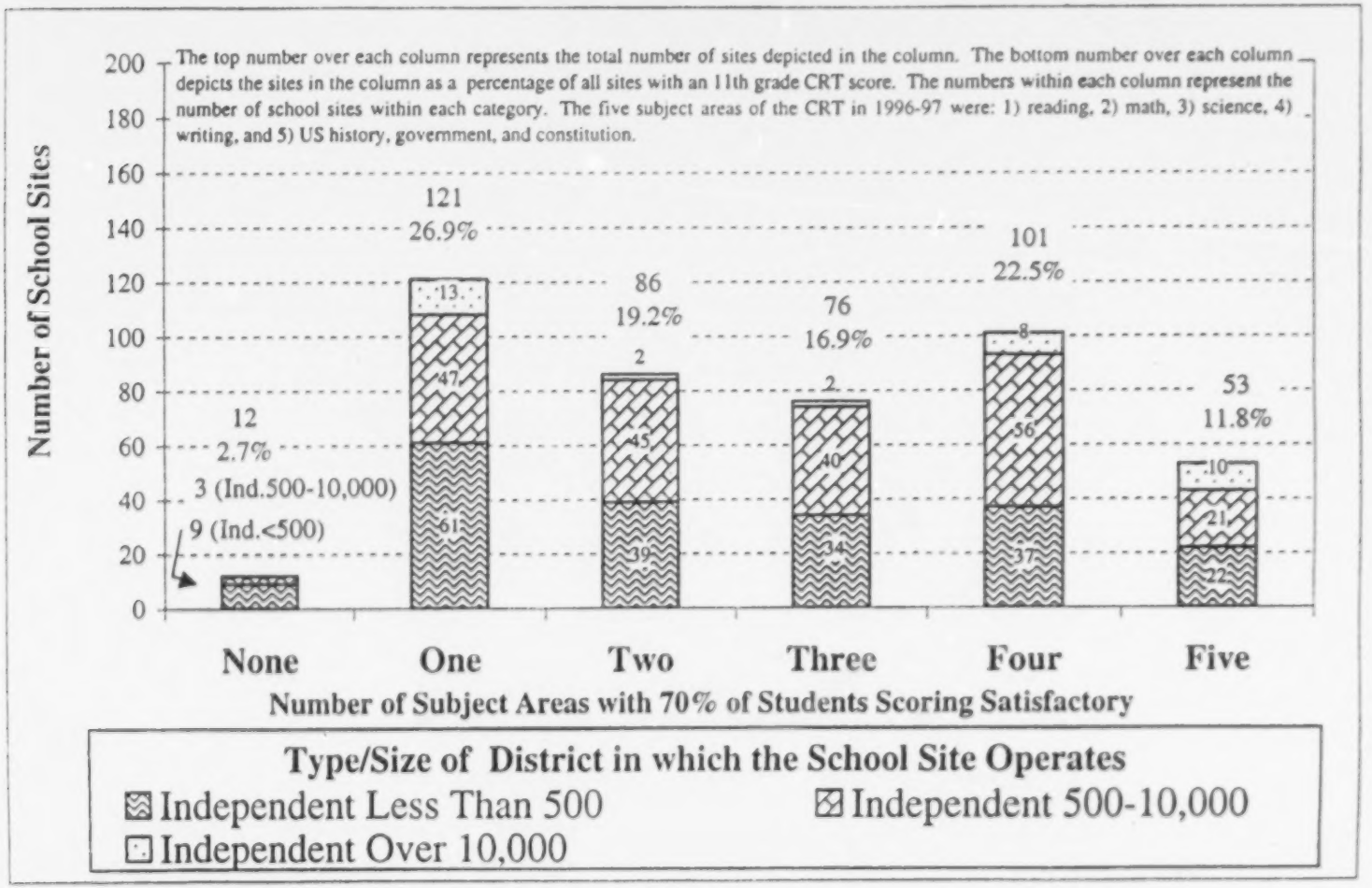


Prepared by: Office of Accountability

Schools with 70% or More of Students Scoring "Satisfactory" On the Oklahoma Core Curriculum Test by Number of Subject Areas

Eleventh Grade Criterion-Referenced Test (CRT)

1996-97 School Year



Prepared by: Office of Accountability

Appendix C

OSHRE External Review Recommendations

RESPONSE TO RECOMMENDATIONS OF TEACHER EDUCATION EXTERNAL PROGRAM REVIEW TEAM

RECOMMENDATION:	ACTION BY:	TARGET DATE FOR ACTION:	DIRECT COSTS:
I. PROGRAM RIGOR			
2. Set minimum productivity standards and eliminate programs which do not meet them.	Institutions State System	August 15, 1993	No direct cost to implement; will result in institutional reallocation of funds.
3. Examine graduate programs for rigor, administration, and resource support; eliminate what does not meet Council of Graduate Schools guidelines.	Institutions State System	August 15, 1993	No direct cost to implement; will result in institutional reallocation of funds.
6. Require a major in an academic discipline for secondary certification. Set a date to eliminate/decrease endorsements as certification of subject matter teachers.	Institutions State System State Department of Education	April 15, 1992	No direct cost.
7. Strengthen academic preparation for elementary teachers.	Institutions State System State Department of Education	April 15, 1993	No direct cost.
8. Report on grades comparison between education classes and other classes.	Institutions State System	August 1993 (First report)	No direct cost.
9. Discover unnecessary course duplication; determine appropriate course sequence.	Institutions	August 15, 1993	No direct cost.
11. Intensify preparation in classroom management, parent involvement, legal issues, exceptional and gifted students, and global and multicultural education.	Institutions	August 15, 1993	No direct cost.

Source: State Regents for Higher Education

RECOMMENDATION:	ACTION BY:	TARGET DATE FOR ACTION:	DIRECT COSTS:
15. Increase quality control and strengthen teaching and clinical components.	Institutions State Department of Education	August 15, 1993	No direct cost.
II. FACULTY RESOURCES			
1. Match programs to the size and capability of faculty.	Institutions State System	August 15, 1993	Will result in institutional reallocation of funds.
4. Develop faculty overload and adjunct faculty review policies.	Institutions	August 15, 1993	Direct cost.
14. Focus on professional development of faculty to model a variety of effective teaching styles.	Institutions	August 15, 1993	Direct cost.
18. Increase emphasis on hiring minority faculty and recruiting minority students.	Institutions State System State Department of Education	April 15, 1993	Direct cost.
23. Increase faculty requirement to teach in the public schools to minimum of 10 hours/year.	Institution State System State Department of Education		Direct cost.
III. TECHNOLOGY			
10. Obtain financial commitment to computer and other technology.	Institutions State System	Ongoing	Direct cost.
IV. INTERRELATIONSHIPS/LEADERSHIP			
5. Name State Regents' staff member to coordinate teacher education efforts.	State System	November 1, 1992 (completed)	Direct cost.

RECOMMENDATION:	ACTION BY:	TARGET DATE FOR ACTION:	DIRECT COSTS:
12. Improve relationship between State Department of Education and State Regents.	State System State Department of Education	Ongoing	No direct cost.
13. Enhance cooperation and communication between and among universities, education agencies, and private business.	Institutions State System State Department of Education	Ongoing	No direct cost.
16. Facilitate transfer of courses and programs among institutions and facilitate articulation of programs between 2-year and 4-year institutions.	Institutions State System		No direct cost.
17. Retain control of entry, curriculum and exit of teacher education programs by 4-year institutions.	Institutions State System	In effect	No direct cost.
19. Establish statewide leadership institute for deans/directors of teacher education.	State System	Conference to discuss report--January 1993 Leadership Symposium--April 1993	Direct cost.
20. Involve education and arts and science faculty in the implementation of H.B. 2246.	Institutions State System	Kicked off September 1992	No direct cost.
V. TEACHER CERTIFICATION			
21. Improve teacher certification reciprocity with other states.	State Department of Education		No direct cost.
22. Create special certification for teaching in the middle school.	State Department of Education		No direct cost.

I. PROGRAM RIGOR

TARGET DATES FOR ACTION								
Recommendations	**January**	**February**	**March**	**April**	**May**	**June**	**July**	**August**
2, 3, 9, 11, 15	Review and Update Information			Evaluation of dates by staff and institutions	Response by institutions	Recommendations by staff	Action by Regents	Implementation by institution
6, 7		Organization of study committees by staff	Submittal of proposals by staff	Action by Regents				
8						Collection of grade distributions for Fall and Spring Semesters 1992-93		Analysis and report by staff to institution and to Regents

II. FACULTY RESOURCES

TARGET DATES FOR ACTION								
Recommendations	**January**	**February**	**March**	**April**	**May**	**June**	**July**	**August**
1, 4	Review and Update Information			Evaluation of data by staff and institutions	Response by institutions	Recommendations by staff	Action by Regents	Implementation by institution
14						Submittal of plan by institution	Action by Regents	Implementation by institution
18			Submittal of proposal by staff	Action by Regents	Implementation by institutions			

Appendix D

General Competencies for Teacher Licensure and Certification

OKLAHOMA

GENERAL COMPETENCIES FOR TEACHER LICENSURE AND CERTIFICATION

[Adopted May 23, 1996, by the State Board of Education as required by Legislative House Bill 1549 for creation of a competency-based teacher preparation program to be implemented July 1, 1997]

1. The teacher understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

2. The teacher understands how students learn and develop, and can provide learning opportunities that support their intellectual, social and physical development at all grade levels including early childhood, elementary, middle level, and secondary.

3. The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.

4. The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills and effective use of technology.

5. The teacher uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation and active engagement in learning, thus, providing opportunities for success.

6. The teacher develops knowledge of and uses communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community; and adapts instruction based upon assessment and reflection.

8. The teacher understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social and physical development of the learner.

9. The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth.

10. The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well-being.

11. The teacher shall have an understanding of the importance of assisting students with career awareness and the application of career concepts to the academic curriculum.

12. The teacher understands the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change when the change leads to greater student learning and development

13. The teacher understands the legal aspects of teaching including the rights of students and parents/families, as well as the legal rights and responsibilities of the teacher.

14. The teacher understands and is able to develop instructional strategies/plans based on the Oklahoma core curriculum.

15. The teacher understands the State teacher evaluation process, "Oklahoma Criteria for Effective Teaching Performance," and how to incorporate these criteria in designing instructional strategies.

Primary Sources of Competencies

Competencies 1-10 are based on "Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue," prepared by the Council for Chief State School Officers' Interstate New Teacher Assessment and Support Consortium.

Competencies 11-13 were developed as a result of input from Oklahoma educators.
Competencies 14 and 15 are based on Oklahoma law.

Representation of development committee: elementary teachers including Teacher of the Year finalists, elementary principals, and professors of teacher education.

Sources:
Information from the National Council for Accreditation of Teacher Education (NCATE) Elementary Education Task Force
Oklahoma's Core Curriculum Pursuant to 70 O.S. § 11-103.6 (a)

Appendix E

General Competencies for Professional Development

OKLAHOMA

GENERAL COMPETENCIES FOR PROFESSIONAL DEVELOPMENT

1. Teachers shall have knowledge of how parents and families impact the learning process and shall demonstrate skills to actively engage those groups positively in their students' education.

2. Teachers shall have skills to effectively communicate with students, colleagues, parents/family, and the community.

3. Teachers shall recognize and understand volunteerism as a viable learning strategy within the education process.

4. Teachers shall develop skills to access community resources and collaborate with the community in a manner that strengthens the education process.

5. Teachers shall be aware of federal/state laws and how they affect the learning environment.

6. Teachers shall have opportunities to experience and model teaming and collaboration in teaching.

7. Teachers shall have an appreciation of the diversity students bring to the classroom, thus increasing mutual understanding and better meeting the educational needs of children.

8. Teachers shall demonstrate an understanding of the impact that poverty has on the learning performance of students. Further, teachers shall evidence significant familiarity with best practice strategies for improving the educational performance of students from economically disadvantaged households.

9. Teachers shall demonstrate an understanding of intercultural communications and the varieties of interactive strategies needed to achieve success in the multicultural classroom. Moreover, teachers shall demonstrate an understanding of the role that effective communication plays in the classroom with students possessing many different backgrounds.

10. Teachers shall demonstrate an understanding of the role that their own attitudes, biases, and preconceptions play in their interactions with students, colleagues, and the larger community.

11. Teachers shall demonstrate a substantial understanding of how curriculum and instructional materials can be used to provide students with a rich, panoramic, and

pluralistic perspective on subject matter. Further, teachers shall have a practical understanding of how culture, ethnicity, gender, race, and varying intellectual perspectives have shaped and contributed to history, social development, politics, belief systems, the arts, written and oral traditions, science and the discovery process.

12. Teachers and administrators shall have knowledge of how to deal appropriately with aggression and conflict in order to provide a safe learning environment for all children.

[originally presented in *Report on Educator Preparation and Professional Development*, Oklahoma Commission for Teacher Preparation, 1994]

Appendix F

Reciprocity Agreement

Revised 1998

Certification for Persons With Out-of-State Teaching Credentials

Professional Standards Section

Teachers* with an out-of-state certificate have two options available to obtain an Oklahoma teaching credential.

Option I

Meet all academic and nonacademic requirements. An evaluation of credentials will be conducted by the Professional Standards certification specialists to determine whether criteria have been met. Briefly, they will look for the following requirements.

- Hold valid out-of-state certification.
- Have completed a teacher education program at a university accredited by the National Council for the Accreditation of Teacher Education (NCATE) and have at least 24 hours in the area of certification. If non-NCATE, look for specific Oklahoma certification coursework.
- Have taken a two-semester hour course in the education of the exceptional child. (Required for standard certification only.)
- Have met Oklahoma's recency requirement. (See subheading "Recency.")
- Have passed appropriate Oklahoma Teacher Certification Test(s) if applicable. (See subheading "Testing.")

Option II

This option applies to applicants currently certified out-of-state who do not meet all Oklahoma requirements as well as applicants who have expired out-of-state certificates and have a master's degree plus an additional 15 or more semester hours in a teaching field. Applicants may receive a provisional certificate allowing two years to meet the following requirements for standard certification.

- Successfully complete one year of employment in an Oklahoma accredited school, or, if not subject to the Resident Teacher Program, employment may be in an accredited college or university. An administrator will provide supervision and a teacher or appropriate colleague will provide assistance as needed. Ultimately, certification is contingent on the district-level evaluation of the candidate.
- Complete a two-semester hour course in education of the exceptional child (statutory requirement).
- Pass the appropriate Oklahoma Teacher Certification Test(s) (statutory requirement), if applicable. (See subheading "Testing.")
- Complete the Resident Teacher Program (statutory requirement), if applicable. (See subheading "Resident Teacher Program.")

Oklahoma State Department of Education
Professional Services

Sandy Garrett, State Superintendent of Public Instruction

Revised 1998

Recency

Recency = Recent experience in the classroom either as an educator or by completing college semester hours/credit. The applicant must have taught **three** of the last **five** years or have **five semester hours** of college credit in the last five years. Combinations of experience and coursework may be used. (Two years and three semester hours = recency; one year and four semester hours = recency.)

Testing

All persons will be required to test except persons who completed a teacher education program before **2/1/82**. To be test-exempt for any additional areas of certification, requirements must have been met by **10-1-86**.

Information pertinent to test registration may be obtained from the Oklahoma Commission for Teacher Preparation at (405) 525-2612.

Resident Teacher Program

All persons who completed their initial teacher preparation program after **1-31-82** and who do not have one year of teaching experience in an accredited school are subject to the Resident Teacher Program.

*Teachers: Includes teachers, administrators, and nonteaching certified personnel such as counselors, library-media specialists, etc., consistent with the statutory definition of teacher.

See also: The Teacher Education and Certification Guidelines and Procedures Handbook.
Contact: Professional Standards Section, (405) 521-3337.

Oklahoma State Department of Education
Professional Services

Sandy Garrett, State Superintendent of Public Instruction

Sandy Garrett
State Superintendent of Public Instruction
Oklahoma State Department of Education

STATES THAT HAVE SIGNED CERTIFICATION AGREEMENTS FOR OKLAHOMA TEACHERS GOING OUT OF STATE

July 17, 1998

Alabama
Arizona
Arkansas
California
Colorado
Connecticut
Delaware
District of Columbia
Florida
Georgia
Hawaii
Idaho
Illinois
Indiana
Iowa
Kansas
Kentucky
Louisiana
Maryland
Massachusetts
Michigan
Mississippi
Missouri
Montana
Nebraska
Nevada
New Hampshire
New Mexico
New York
North Carolina
Ohio
Oregon
Pennsylvania
Rhode Island
South Carolina
South Dakota
Tennessee
Texas
Utah
Vermont
Virginia
Washington
West Virginia

Appendix G

District Revenue and Faculty Salary Data

Average Salaries for Public School Teachers, SREB States

	1996-97	Percent Change 1989-90 to 1996-97
Nation	$ 38,611	23
SREB states	33,325	21
SREB states as a percent of nation	86.3%	
Alabama	$ 32,549	29
Arkansas	30,319	36
Florida	33,889	18
Georgia	35,596	27
Kentucky	33,797	29
Louisiana	28,347	17
Maryland	41,148	13
Mississippi	27,720	14
North Carolina	31,286	12
Oklahoma	30,369	32
South Carolina	32,830	21
Tennessee	34,222	27
Texas	33,038	20
Virginia	35,837	16
West Virginia	33,257	46

Source: National Education Association

Average Salaries for Full-Time Faculty at Public Four-Year Colleges, SREB States

	1996-97	Percent Change 1989-90 to 1996-97
Nation	$ 53,512	25
SREB states	49,781	25
SREB states as a percent of nation	93%	
Alabama	$ 45,800	27
Arkansas	43,603	28
Florida	52,031	18
Georgia	52,637	30
Kentucky	49,420	33
Louisiana	45,872	39
Maryland	53,405	20
Mississippi	44,849	28
North Carolina	52,954	28
Oklahoma	45,249	24
South Carolina	48,619	26
Tennessee	49,226	26
Texas	50,415	21
Virginia	53,897	15
West Virginia	43,827	35

Sources: SREB Data Exchange; American Association of University Professors; National Center for Education Statistics

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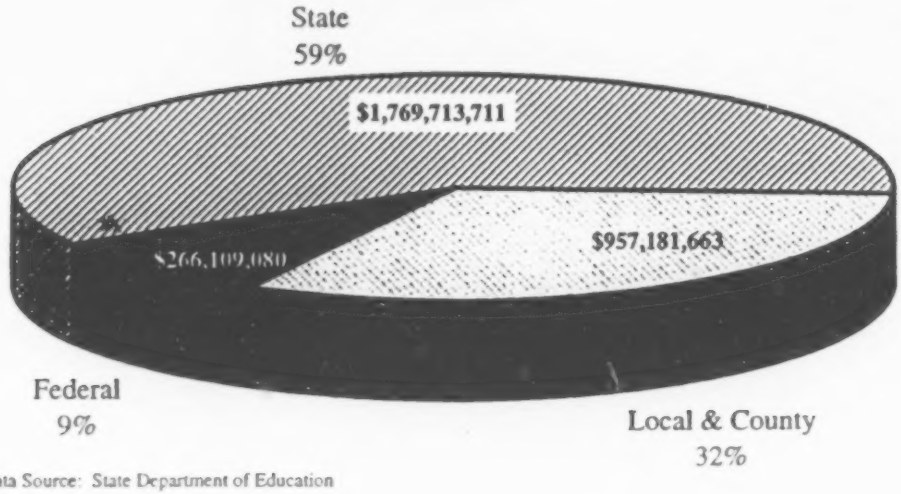
1996-97 District Revenue Sources

Reported Using ALL FUNDS*



Data Source: State Department of Education

*ALL FUNDS does exclude two fund categories: Bond Fund and Trust & Agency Fund. The Sinking Fund, which is included in ALL FUNDS, represents funds used to repay bonds for capital improvements and major transportation and technology purchases. The Bond Fund is excluded because its inclusion would, in effect, double-count the same funds in the Sinking Fund. The Trust & Agency Fund is excluded because it represents monies held in a trustee capacity or as an agent for individuals, private organizations, etc. See Appendix C for more information about the categories used for the reporting of District Finances.

Appendix H

Oklahoma Subject Area Tests

Appendix H

Oklahoma Subject Area Tests (OSAT)

Advanced Mathematics
Agricultural Education
Art
Biological Sciences
Blind/Visual Impairment
Business Education
Chemistry
Deaf/Hard of Hearing
Drive/Safety Education
Early Childhood Education
Earth Science
Elementary Education
English
Family and Consumer Sciences
French
German
Instrumental/General Music
Journalism
Latin
Library-Media Specialist
Marketing Education
Middle Level English
Middle Level/Intermediate Mathematics
Middle Level Science
Middle Level Social Studies
Mild-Moderate Disabilities
Physical Education/Health/Safety
Physical Science
Physics
Psychology/Sociology
Psychometrist
Reading Specialist
Russian
School Counselor
School Psychologist
Severe-Profound/Multiple Disabilities
Spanish
Speech/Drama/Debate
Speech-Language Pathologist
Technology Education
U.S. History/OK History/Government/Economics

Vocal/General Music
World History/Geography

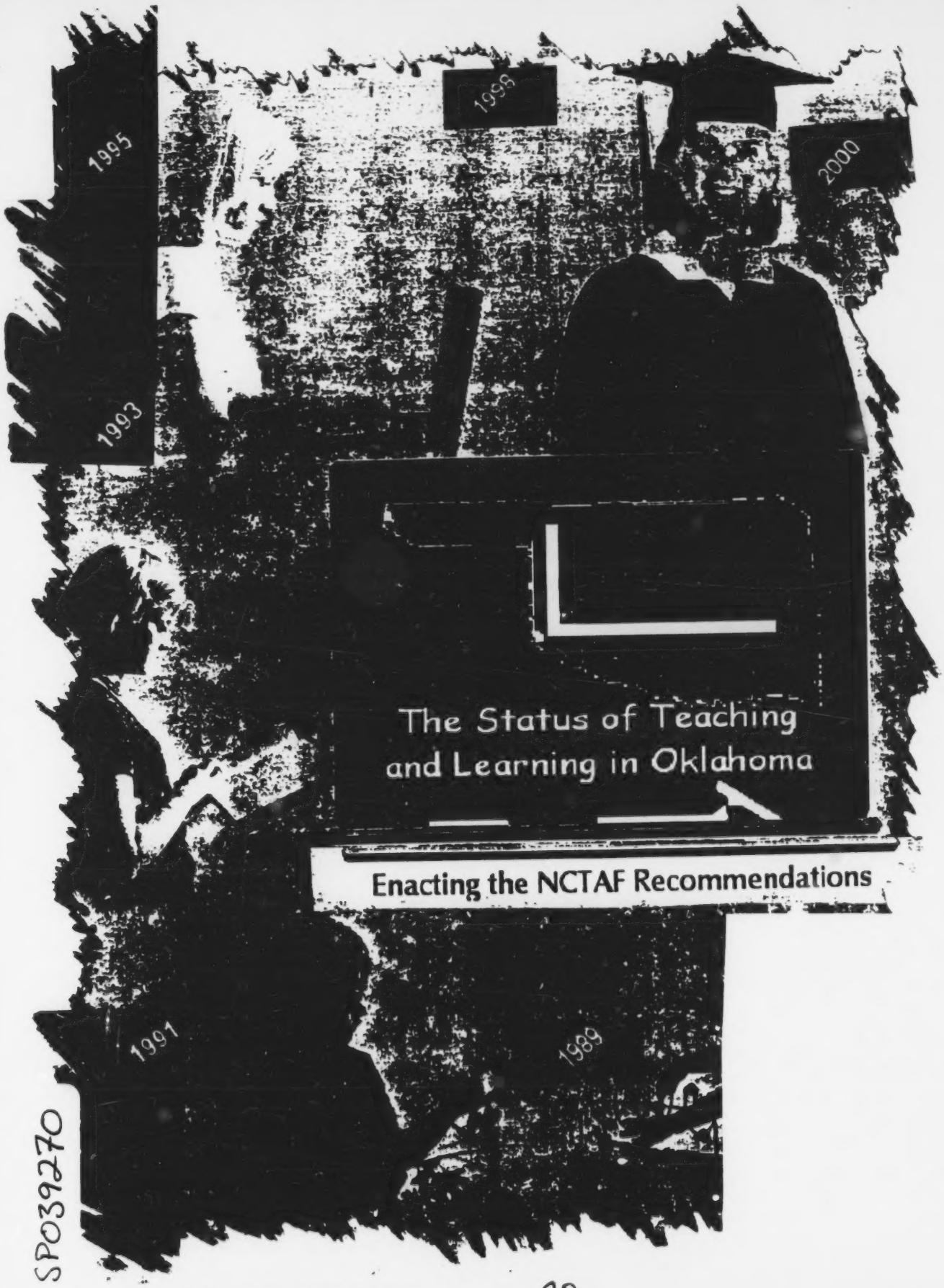
OSAT School Administrator Tests

Principal Common Core
Elementary Principal Specialty Test
Middle Level Principal Specialty Test
Secondary Principal Specialty Test
Superintendent

Oklahoma General Education Test (OGET)

Oklahoma Professional Teaching Examination (OPTE)

OPTE: Early Childhood (PK-3)
OPTE: Elementary/Middle Level (1-8 or 5-9)
OPTE: Middle Level/Secondary (6-12 or 5-9)
OPTE: PK-12



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Oklahoma Policy Group - NCTAF
c/o Oklahoma Commission for Teacher Preparation
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Oklahoma City, Oklahoma 73105-2833
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The Status of Teaching and Learning in Oklahoma

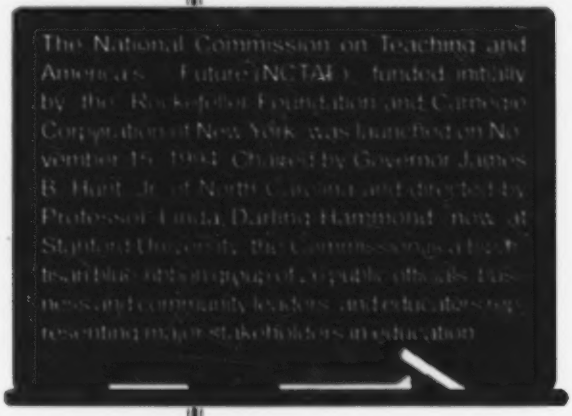
Enacting the NCTAF Recommendations

A Summary

From the full report - September, 1999

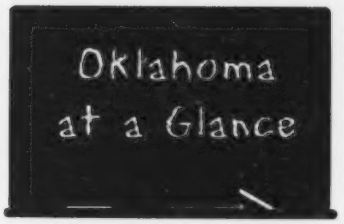
"Oklahoma's interests and efforts in educational reform date back to 1980, consistently focusing on systemic change to improve student success. Grounded in the belief that true educational reform must address all components of the education process, Oklahoma has established policies and implemented higher standards in all areas impacting student learning. Specifically, the success of public school students is more rigorously monitored, teacher preparation programs are changing, professional development for Pre-K through 12 teachers is expanding, and, school deregulation has become a priority. In all of these areas, implementing change has required the Oklahoma educational community to tackle difficult issues concerning common schools, teacher preparation, and professional development. The ultimate goal of these recent changes is to establish new requirements and procedures that will yield long-lasting and positive results for the student population."

Educational reform in Oklahoma can be described in terms of the five areas identified by the National Commission on Teaching and America's Future (NCTAF): (a) standards for students and teachers, (b) teacher preparation and professional development, (c) teacher recruitment and hiring practices, (d) rewards for teaching excellence, and, (e) schools designed for student and teacher success.


The National Commission on Teaching and
America's Future (NCTAF) was funded initially
by the Rockefeller Foundation and Carnegie
Corporation of New York, was launched on No-
vember 15, 1994. Chaired by Governor James
B. Hunt, Jr. of North Carolina and directed by
Professor Linda Darling-Hammond now at
Stanford University, the Commission's goal is
to utilize the expertise of public officials, busi-
ness and community leaders, and educators to
research major stakeholders in education

Any discussion of Oklahoma's "state-of-education" must take place in the context of the demographic and economic realities in which its citizens live, work, and study. The table on the next page reveals both strengths and weaknesses that affect educational attitudes at all levels of responsibility.

"The Status of Teaching and Learning in Oklahoma provides an overview of Oklahoma educational policy, highlighting historical efforts, current initiatives, future plans, and existing challenges to educational reform."



People

Population	3.3 million
69%	White
15%	Native American
11%	African-American

Cities:

4 -	Metropolitan
25 -	Municipalities (>15000)
38 -	Communities (5000-15000)

Density:
40.9 people per square mile

Public Schools

543	Public school districts
618,000	Students
35,000	Classroom teachers
3,000	School administrators
17 to 1	Student/teacher ratio
72.9%	HS graduation rate
75%	Adults with diploma or equivalent
23%	Adults with college degree
$4,192	Avg. expenditure per ADM (48th nationally)
$31,070	Avg. teacher salary (45th nationally)

Employment

$19,574	Per capita income
25.4%	Children below the poverty level (Approx. 60,000 on public assistance)
4.1%	State unemployment

Taxes

Personal income	5% to 7%
Corporate	6%
State sales	4.5%
County	Up to 2%
City	1% to %4

Vocational Training

54	Vo-Tech campuses
15,000	secondary students
12,000	full-time adult students
200,000	part-time adults

Higher Education

12	Two-year colleges
13	Universities
3	Private junior colleges
10	Private senior colleges
20	Teacher Education programs

Table 1

"According to Annie E. Casey's Foundation, Kids Count, Oklahoma ranks 35th in the nation in overall quality of life for children. Included in this composite rank were issues such as infant mortality rate, child death rate and juvenile violent crime rate. Although the number of children dropping out of school each year has not increased significantly over the past five years, students are leaving school earlier than they did before. The number of families existing at poverty levels also is a concern in the state because of the 'pockets' of economic distress that exist."

I. Standards for Teachers and Students

Get Serious about Standards for both Students and Teachers

With an emphasis on student learning and on teacher preparation, Oklahoma began its educational reform by identifying the standards on which reform will be evaluated.

Standards for Students

Strengthening Curriculum and Instruction - Among the efforts to raise the performance level of Oklahoma students is a focus on strengthening curriculum and instruction. Beginning with the expansion of Pre-K education to include four-year-olds; legislation controlling class size, teacher loads, and alternative education programs, PK-12 education was enhanced. In the area of higher education, admission standards were raised and high school core units were increased.

To more closely monitor the progress and results of the new standards and to identify weaknesses at an early stage, methods of assessment are continuing to be reviewed, modified, and expanded. In 1989 the school testing program was established using the Iowa Test of Basic Skills (ITBS) administered in grades three and seven and the Oklahoma Core Curriculum Tests administered in grades five, eight, and eleven.

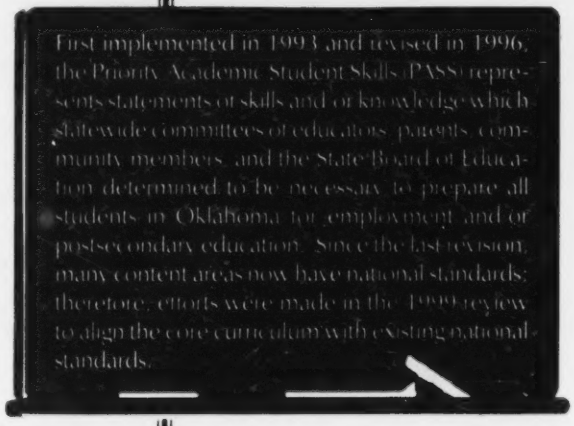
National assessment instruments are also implemented. More students are taking the American College Test, Incorporated (ACT) and achieving higher scores. Participation in Advanced Placement testing is up due in part to increased funding of AP programs allowing students to earn college credit.

The Oklahoma Educational Planning and Assessment System (EPAS), a partnership between ACT and the Oklahoma State Regents for Higher Education, was "designed to increase the probability of student success by offering equitable access to high-quality career/educational information and planning activities."

Strengthening Assessment - In 1989, Senate Bill 183 established the school testing program. The ITBS and the Oklahoma Core Curriculum Tests were used to assess areas of student competency and weakness. Charts 1 and 2 show the results of the 1994-98 series.

Taking the Next Step - Parallel to the strengthening of standards and testing are efforts to end social promotion and a reading assessment plan that includes specialized instruction which enables students reading below grade level to acquire the appropriate reading skills. New graduation requirements have been implemented increasing the number of course credits required for graduation.

"In many ways, Oklahoma has been progressive in its emphasis on educational reform. As early as 1980, legislative actions and educational policies began to focus on improving learning environments and facilitating student success. Over the past decade, legislative actions and educational directives have continued to address issues of reform by considering the standards that should be used to assess student progress and teacher training and development."


First implemented in 1993 and revised in 1996, the Priority Academic Student Skills (PASS) represents statements of skills and or knowledge which statewide committees of educators, parents, community members, and the State Board of Education determined to be necessary to prepare all students in Oklahoma for employment and or postsecondary education. Since the last revision, many content areas now have national standards; therefore, efforts were made in the 1998 review to align the core curriculum with existing national standards.

"The most far-reaching impact on curriculum and instruction, however, has been the implementation of the Priority Academic Student Skills (PASS) curriculum. Seven key curriculum areas were identified as critical: Language arts, foreign languages, reading/literacy, mathematics, science, social studies, and the arts."

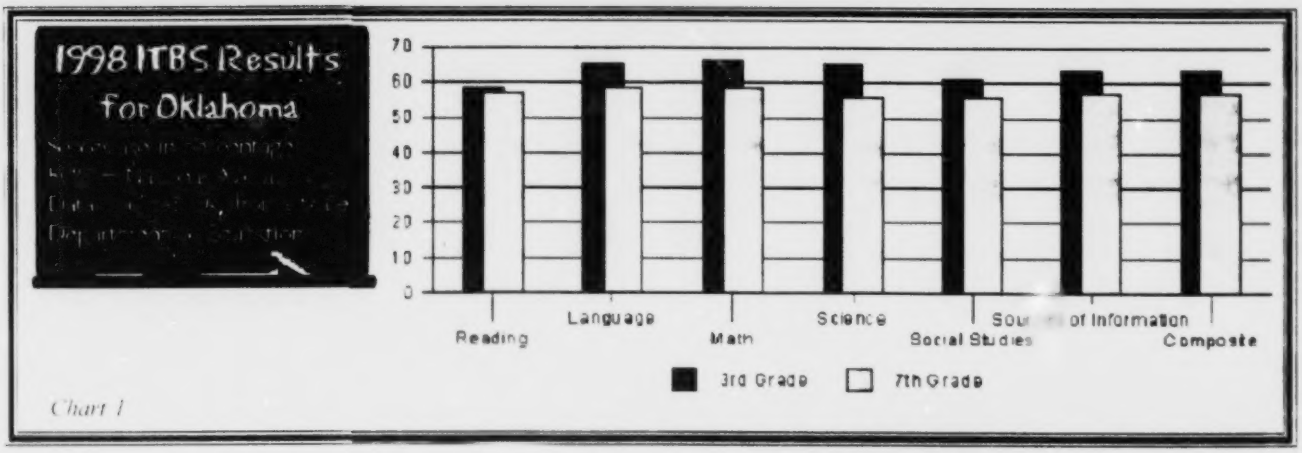
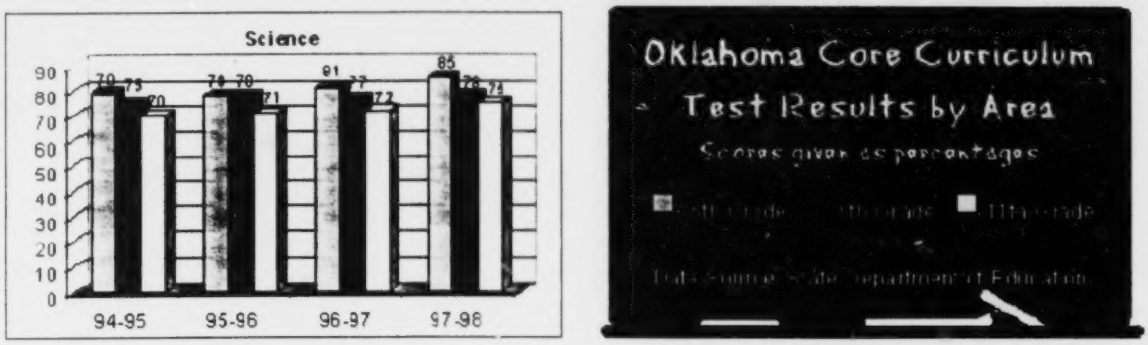
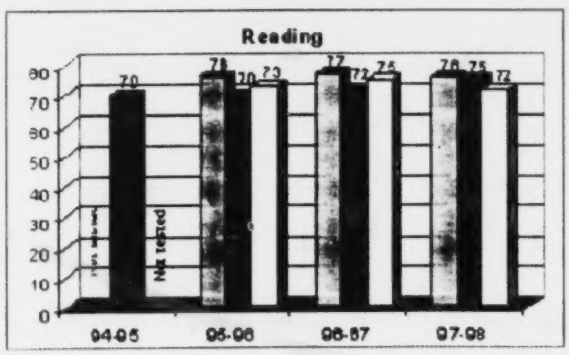
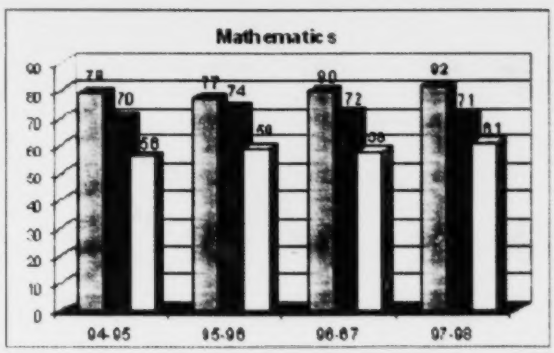
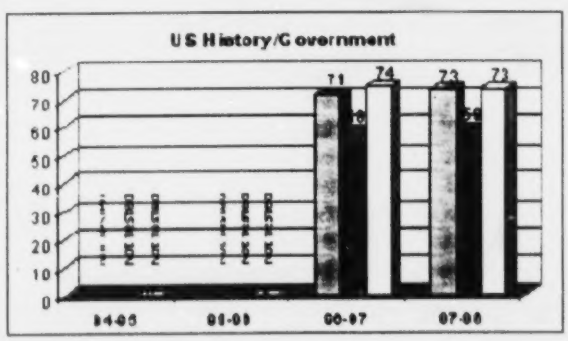


Chart 1









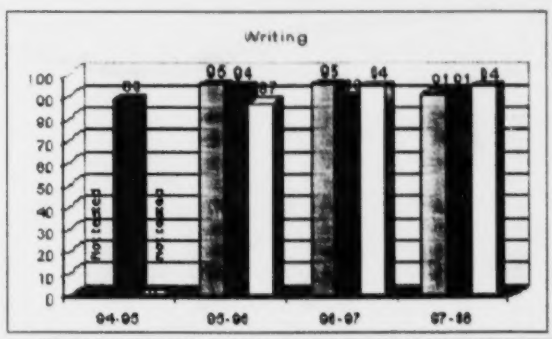
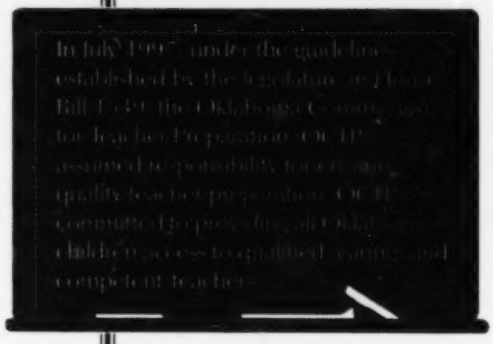


Chart 2

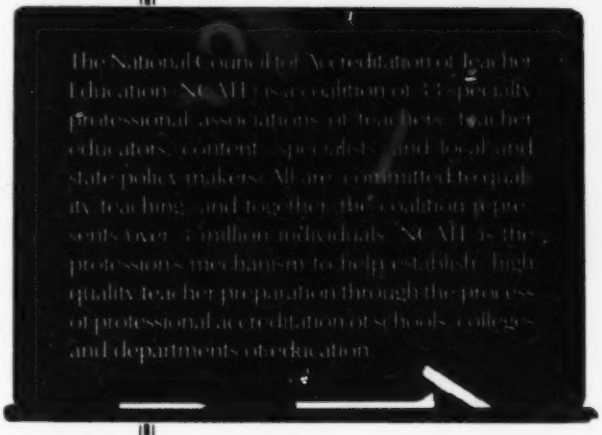
Professional Standards

Strong teacher preparation programs are essential to improvements in student knowledge and performance. The "Oklahoma Teacher Preparation Act" of 1995 mandated an independent professional standards oversight board for a thorough redesign of teacher preparation and professional development. That mandate resulted in the creation of the Oklahoma Commission for Teacher Preparation (OCTP).



Developing a New Accreditation System - Using a variety of state and national sources, the Oklahoma Commission for Teacher Preparation along with participation by the Oklahoma State Regents for Higher Education, the Oklahoma State Department of Education, the Oklahoma Association of Colleges for Teacher Education, and other members of the state NCTAF policy group, developed a competency-based teacher preparation system.

The system monitors the quality of teacher preparation programs throughout the state. For example, each teacher education unit must be accredited based on the guidelines set forth by the National Council for Accreditation of Teacher Education (NCATE). In addition, the individual programs (e.g., secondary social studies) of each unit are required to meet national and state compentencies for their respective program areas, thereby providing each teacher candidate a strong foundation for successfully completing teacher assessment.



Developing New Teacher Assessment Systems - Upgrading teacher assessment began with the 1980 House Bill 1706 which called for subject area testing . The State Regents began requiring teacher education candidates to have a 3.0 GPA in at least 20 hours of liberal arts and sciences courses or a passing score on all parts of the Educational Testing Services' Pre-Professional Skills Test (PPST).

In September, 1999, a competency-based assessment program was implemented. It requires teacher candidates to pass three examinations prior to receiving licensure/certification:

(a) The Oklahoma General Education Test (OGET) - measures critical thinking skills in reading, mathematics, writing and communication, computational skills, knowledge of liberal studies, including science, art and literature, and social sciences.

(b) Oklahoma Professional Teaching Exam (OPTE) - measures professional knowledge and skills associated with being an entry-level, early childhood, elementary, secondary, or multi-level educator.

(c) Oklahoma Subject Area Test (OSAT) - measures content knowledge using 48 exams corresponding to the licensure/ certification areas currently adopted by the State Board of Education.

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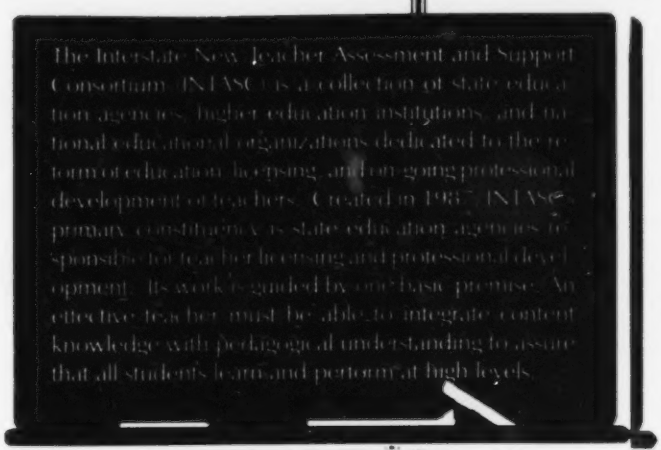
Supporting National Board Standards - Recognizing the importance of the National Board for Professional Teaching Standards process in identifying exemplary teaching, the OCTP administers a support program to enable candidates to participate in the National Board process. Scholarships for the application fee are provided, as well as training and mentoring. Upon obtaining certification, teachers receive a $5,000 stipend for each year they remain certified.

Summary - Educational reform cannot occur without standards being closely monitored. Oklahoma's educational entities have implemented programs of assessment and teacher education that provide for constant improvement in the quality of education. Standards-based educational reform will serve as a "stepping stone" to oversee the quality of education.

II. Teacher Preparation and Professional Development

Reinvent Teacher Preparation and Professional Development


The Interstate New Teacher Assessment and Support
Consortium (INTASC) is a collection of state educa
tion agencies, higher education institutions, and na
tional educational organizations dedicated to the re
form of education, licensing, and on-going professional
development of teachers. Created in 1987, INTASC's
primary constituency is state education agencies re
sponsible for teacher licensing and professional devel
opment. Its work is guided by one basic premise: An
effective teacher must be able to integrate content
knowledge with pedagogical understanding to assure
that all students learn and perform at high levels.

In support of educational standards, Oklahoma has implemented a program that will enable all educators to continually develop and expand their teaching competencies through teacher preparation and professional development .

Teacher Preparation

Implementing New Standards - Requiring a major in academic disciplines for secondary certification, strengthening content preparation for elementary education certification, intensifying preparation in working with parents and students of differing backgrounds and abilities, and increasing quality control in field components of teacher preparation are some of the recommendations resulting from the external reviews of public teacher education programs conducted by the State Regents. Based on these reviews, OCTP integrated the guidelines of both the Interstate New Teacher Assessment and Support Consortium (INTASC) and the NCATE into its teacher preparation guidelines.

Beyond the ten compentencies of INTASC, Oklahoma requires five state specific competencies: (a) assisting students with career awareness, (b) demonstrating learning as a life-long process, (c) understanding legal aspects of teaching, (d) developing instruction based on the Oklahoma Core Curriculum, and (e) understanding the state teacher evaluation process.

All state teacher education programs are required to meet NCATE standards. And, because Oklahoma is committed to improving teacher preparation programs, over the next five years each program will undergo review using joint State/NCATE standards. The focus has shifted from satisfactory completion of certain classes to a competency-based

approach, allowing flexibility in program development for teacher preparatory institutions.

OCTP is responsible for implementing the new state/NCATE partnership. The adoption of NCATE standards and NCATE-trained site visit teams are key components of the new accreditation process. A unique feature of the process is the use of portfolios. These portfolios, prepared by students, are part of the assessment of teacher candidates. They are evaluated on the state level to determine whether or not the program provides opportunities for candidates to meet basic education competencies.

Considering Graduate-level Programs - All initial teacher preparation programs, whether extended (like the University of Oklahoma's TE-PLUS) or four-year, respond to the need for extensive teaching practice by including more field experience.

Professional Development

Preparing Career Mentors - In 1980, HB 1706 mandated the first Entry-Year Teacher Assistance Program in the nation. The program established a committee consisting of a mentor teacher, administrator, and higher education faculty member, that supports, guides, and recommends candidates for full certification. Funding is available for mentoring training. OCTP also administers Professional Development Institutes (PDI), created by HB 1549 in 1995, that address the mentoring process. Teacher mentors also receive a stipend.

In order to address the ongoing needs for professional development, PDIs have been established by OCTP that emphasize literacy issues and the teaching of mathematics and science. These 30+ hour training programs are designed to provide veteran and novice teachers with the necessary knowledge and teaching skills to effectively teach reading, math, and science. These Institutes emphasize effective learning practices, require collaboration among participants, and require the production of useful classroom materials.

Peer Assistance - Some school districts have established peer assistance programs to create on-site support for all teachers regardless of their level of teaching experience.

Developing Resources

Oklahoma teachers and administrators are required to upgrade their skills and knowledge before renewing certification. First-year superintendents and new school board members have been identified for training.

Recognized sources of professional development include: (a) state and national conventions, (b) graduate coursework in a discipline, and (c) workshops. Seven Regional Professional Development Centers are used to facilitate training opportunities. Refinements in 1995 insisted that the workshops be competency-based and coordinated with local professional development plans.

"In the area of teacher preparation and professional development, reforms also have been extensive. In 1995, House Bill 1549, the Oklahoma Teacher Preparation Act, mandated that an independent professional standards board be created to oversee a comprehensive redesign of teacher preparation and professional development. The result of this legislation has been the implementation of new, nationally recognized accreditation standards for all public and private teacher education programs; the creation and implementation of new assessment procedures for all teacher candidates; and, the implementation of more extensive professional development for veteran classroom teachers."

"One critique of the traditional workshop has been that the short time frame limits the depth of coverage. To counter that shortcoming, HB 1549 (1995) initiated several changes in professional development. First, the legislature mandated the dissemination of copies of the in-service professional development competencies issued by OCTP. District professional development committees were to review and consider these competencies for inclusion into their local professional development plans. In addition to these specific competencies, OCTP relies on the National Staff Development Council standards thus, professional development is grounded in a competency-based system that serves to connect experiences rather than offer piecemeal, packaged workshops that do not apply to the contexts in which teachers work."

Strengthening Financial Support - Funds for state organized professional development, technology in the classroom, and special programs such as "Great Expectations" have increased in recent years.

In 1997, the "Oklahoma Telecommunications Technology Training Fund" was established to provide technology training for teachers at all levels of the system. The purpose was to move teachers beyond computer use to becoming a resource in the use of the technology. The State Regents also fund higher education faculty training and development.

Summary - Systemic approaches to professional development have moved Oklahoma forward, but additional revenues are needed to meet the NCTAF goal of one percent of spending designated for professional development. In the planning stages are new development sources that include site-based study groups, district level weekly development activities, and professional development schools.

III. Teacher Recruitment

Overhaul Teacher Recruitment
and put Qualified Teachers in Every Classroom

Improving Hiring Practices

As the state moves to a competency-based teacher preparation system, the qualifications of the applicant pool are significantly improved. But steps need to be taken to insure that hiring practices are designed to recognize those applicants who have passed the teacher assessment examinations.

Promoting Reciprocal Agreements - Forty-four states have signed certification agreements with Oklahoma. For applicants holding out-of state certificates, a process to obtain an Oklahoma certification is in place and requires the taking of appropriate certification exams.

Created in 1948 by Southern states, the Southern Regional Education Board is the nation's first interstate compact for education. The SREB helps government and education leaders work cooperatively to advance education and, in doing so, improve the social and economic life of the region. SREB's 16 member states are Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia and West Virginia.

Improving Recruitment - A teacher supply-and-demand study has been conducted by the Southern Regional Education Board (SREB).

The results suggest that currently, with certain exceptions, Oklahoma produces an adequate number of certified teachers. The study also generated an Oklahoma educator workforce profile based on gender, ethnicity, and discipline. While improvements were made in the number of non-white groups teaching over the past decade, percentages have remained stable over the past few years. House Bill 1017 addressed the issue of recruiting, retaining, and placing minority teachers in public schools. As a result, the Oklahoma Minority Teacher Recruitment Center was created to: (a) implement a Teacher Cadet program, (b) provide and coordinate support services such as mentoring and financial assistance for minority candidates in teacher preparation programs, (c) develop

standards for effective multicultural teacher preparation, (d) raise awareness of issues related to minority recruitment and retention, and (e) enhance the image of the teaching profession. Among the tools used by the Recruitment Center are incentive grants, tuition waivers, faculty mentoring, leadership seminars, and resident programs.

The Teacher Cadet program, created in 1991, has served as one of the primary recruitment tools for attracting minority teacher candidates and in 1997-98 included thirty-five districts and 505 students.

A web-based program called the Teacher Job Connection, supported by the State Regents, is designed to match individual minority candidates with school district job vacancies. Annually, about thirty districts cooperate with the Center.

"Oklahoma policy leaders remain current with national discussions about advanced career recommendations and legal ramifications of potential changes in certification policies. Reward systems must be implemented that reflect a teacher's success if recruitment and retention issues are to be adequately addressed."

Defining Career Pathways - In addition to traditional paths to the classroom, Oklahoma has a system to place candidates from outside education in secondary and vocational-technical positions. They are allowed to teach, but must complete required courses in education, pass all competency exams and appear before a teacher competency review panel for recommendation for certification. In an effort to address areas with shortages, the State Regents administer a Future Teacher Scholarship program targeted for students pursuing certification in these subjects.

Summary - In order to recruit and retain quality teachers, Oklahoma must provide inducements for teachers in areas of shortage and minority candidates. Establishing incentives in the form of scholarships, loan forgiveness, and tax credit policies are all possibilities. In addition, improved work environments, professional development programs, and attractive reward systems, including higher salaries must be implemented.

IV. Rewards

Encourage and Reward Knowledge and Skill

The Oklahoma minimum teacher salary schedule rewards teachers for longevity and advanced degrees but fails to consider other teacher competency factors recommended by NCTAF, such as assignment difficulty, number of certification areas, and most importantly, accomplishments in student learning. Until such time as Oklahoma's base salary is adequate for all teachers, it would be difficult to pursue differentiated pay.

All returning teachers and administrators receive an annual evaluation which remains part of a teacher's personnel file. Although teacher evaluation is a bargaining issue during contract negotiations and may vary from district-to-district, they must meet the minimal requirements outlined in the State Department of Education's criteria for effective teaching.

Oklahoma is in the discussion stages for the consideration of other teacher competency factors. This effort is impeded by the low funding for teacher compensation.

Financial Rewards

Oklahoma consistently ranks in the bottom ten percent of the nation in salary comparisons. Without substantial increases in funding, recruitment and retention will be a challenge to the educational community, particularly when surrounding states with higher compensation levels consistently recruit and hire our recent graduates.

Summary - Several initiatives are in place to address the limited rewards available to Oklahoma educators. The support of the National Board Certification Program and the creation of a system that rewards teacher accomplishments are positive steps for the future. However, additional compensation for all teachers is a necessity.

V. Student and Teacher Success

Create Schools that are Organized for Student and Teacher Success

Salaries do not represent the only funding challenge for Oklahoma. All areas of educational programs need additional resources to meet student growth needs and allow teachers and administrators to create successful learning environments and provide teacher preparation units with the funds to train and develop teacher candidates.

Local Public School Funding

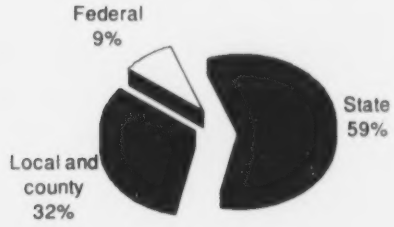


Chart 3

Financial Support

Allocating State Resources - Despite an increase of public (K-12) education's share of the state general fund budget from 30 percent in 1990 to 38 percent in 1995, per pupil funding ranks 48th in the nation.

The percentage of state revenue for education (common, vocational-technical, and higher education) has dropped each of the last three years to less than 54 percent.

Because Oklahoma's tax structure relies heavily on sales and personal income tax along with low property and corporate income tax rates, local funding is limited. State monies are further restricted by a law requiring future tax increases to be put to a vote of the people.

While higher education has seen substantial growth in state support over the past few years, it is still 32 percentage points short of the goal of the median national appropriation per student. For fiscal years 1997 and 1998, the State Regents appropriated more than $5 million to teacher education programs for additional faculty positions, salary enhancement, faculty professional development, field experience, program development, technology, and minority faculty recruitment.

A coalition of twelve education organizations has proposed the creation of a constitutional amendment that would increase minimum funding standards for education to no less than 62 percent of state revenues to stop the decline in the state's share of funding and offer consistent support.

Allocating Community and County Resources - Inequities in the amount of money that individual school districts can raise continue to be a problem. Disparity in property values, bonding capacity differences, and independent/dependent districts relationships are areas that need to be addressed.

Supporting Principals to Lead High-performing Schools

To strengthen administrator candidates, preparation programs are required to meet guidelines put forth by the Educational Leadership Constituent Council, an NCATE-constituent learned society. Examinations at entry-level evaluate how well new principals and superintendents meet the competencies.

Among the organizations providing professional development for administrators is the Cooperative Council for Oklahoma School Administration (CCOSA) and the State Regent's Principals' Leadership Academy.

Summary - Programs for professional development are in place that can facilitate the growth of successful educational environments which, together with additional funding, can assist in the creation of schools emphasizing student and teacher success.

Looking to the Future

Implementation of the NCTAF recommendations and Oklahoma's own goals are not yet complete. Standard setting and curricula are being constantly refined and evaluated. Entry-level requirements that meet or exceed national criteria and support for National Board Certification, and standards for administrators are positive areas. Teacher recruitment, minority representation, per-pupil expenditure, and particularly, teacher compensation issues remain to be adequately addressed.

We continue to work to bring student standards in alignment with national guidelines. Other areas, such as the quality of life in our state and the educational needs of our at-risk students, require non-traditional and innovative responses to achieve the objectives of educational reform.

"Although the changes in the Oklahoma educational system have been extensive over the past decade, consistent funding to implement innovative and permanent change has not yet been realized. House Bill 1017 provided substantial resources for educational reform. The State has provided increased funding for staff development and has consistently increased the financial support for common schools and higher education. Despite these funding increases, which do not keep up with inflation rates, Oklahoma's per pupil funding ranks 48th in the nation. Similarly, teachers' salaries consistently rank in the bottom ten percent nationally, as does funding for higher education. Until these financial challenges are adequately addressed, the ability to establish a quality educational system in Oklahoma cannot become a reality."

Glossary of Acronyms

ACT - American College Test, Incorporated 3
CCOSA - Cooperative Council for Oklahoma School Administrators
EPAS - Oklahoma Educational Planning and Assessment System 3
INTASC - Interstate New Teacher Assessment and Support Consortium 6
ITBS - Iowa Test of Basic Skills 3
NCATE - National Council for Accreditation of Teacher Education 5
NCTAF - National Commission on Teaching and America's Future 1
OCTP - Oklahoma Commission for Teacher Preparation 5
OGET - Oklahoma General Education Test 5
OPTE - Oklahoma Professional Teaching Exam 5
OSAT - Oklahoma Subject Area Test 5
PASS - Priority Academic Student Skills 5
PDI - Professional Development Institutes 7
PPST - Educational Testing Services' Pre-Professional Skills Test 5
SREB - Southern Regional Education Board 8

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Oklahoma Commission for Teacher Preparation

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